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AN EVALUATION FOLLOW-UP STUDY OF THE NAVAL
RESERVE OFFICER TRAINING CORPS
ORIENTATION PROGRAM

1948-1949

DALE MAYBERRY

Thesis
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AN EVALUATION FOLLOW-UP STUDY OF THE NAVAL RESERVE
OFFICER TRAINING CORPS ORIENTATION PROGRAM
1948 AND 1949

A THESIS
SUBMITTED TO THE
SCHOOL OF EDUCATION AND
THE COMMITTEE ON GRADUATE STUDY
OF
LELAND STANFORD JUNIOR UNIVERSITY
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
FOR THE DEGREE
OF
MASTER OF ARTS

By
Dale Hayberry
June, 1950

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ACKNOWLEDGMENTS

Special thanks are due the officers performing NROTC duties whose responses on the questionnaires furnished the data for this study.

The interest and suggestions of my adviser, Dr. J. D. MacConnell, are acknowledged with gratitude.

D. M.

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CHAPTER I

INTRODUCTION

The Problem

This study was concerned with the Naval Reserve Officer Training Corps (NROTC) Orientation Program conducted at Northwestern University for officers newly assigned to administrative and instructional duties at the fifty-two NROTC Units established in universities and colleges throughout the United States. The study was undertaken to determine answers to the following specific questions: (1) What should be the major objectives of the NROTC Orientation Program? (2) To what extent were these objectives achieved by the programs as conducted during the summers of 1948 and 1949? (3) Should any changes be made in a) the curriculum as regards subject matter and the time allocated to each subject, b) the instructional staff, and c) the organization and administration of the program?

Definition of Terms

The term "newly assigned officer" was applied in the study to naval or marine officers who were ordered to duty as Professors of Naval Science, Executive Officers, or Instructors at NROTC units. The majority of these officers attended the NROTC Orientation Program immediately before

assuming their duties in the NROTC units to which they were assigned.

The term "administrator" was applied to Professors of Naval Science and Executive Officers, whose duties were primarily administrative in nature.

The term "instructor" was applied to the newly assigned officers who were assigned instructional duties within the NROTC units.

Procedures Used

The primary method of evaluating the orientation program was by means of questionnaires submitted to graduates of the 1948 and 1949 programs who in March, 1950 were actively engaged in NROTC duties. The questionnaires afforded the graduates an opportunity to recommend changes in the curriculum as regards subject matter and the time allocated to each subject, in the organization and administration of the course, and in the personnel conducting the course. Each graduate was asked to evaluate each subject offered in the course of instruction and to express his considered opinion regarding the effectiveness of the program in preparing him for his duties. Data obtained from an analysis of the questionnaires were augmented by material obtained during personal interviews scheduled with graduates of the orientation program who were serving at Stanford University and the University of California at Berkeley during the spring of 1950.

Similar questionnaires were submitted to graduates of the 1948 and 1949 programs. Questions used were phrased

following a study of the course offerings, interviews with officers who had completed the program, and interviews with Dr. J. D. MacConnell, who had been charged with the responsibility for organizing and administering the programs.

Delimitations

Although the orientation program has been conducted at Northwestern University since 1946, the evaluation was limited to the 1948 and 1949 programs because of a major change of policy inaugurated in 1948. Prior to 1948 the prospective Professors of Naval Science were not ordered to the orientation program, and the objectives of the course were largely concerned with developing the teaching ability of officer students assigned. In 1948, Professors of Naval Science, Executive Officers, and Instructors were ordered to the course, and the program of instruction was expanded to include material deemed of value to the enlarged group. A further consideration in delimiting the study to 1948 and 1949 was the practical difficulty of contacting 1946 and 1947 graduates who, in 1950, had for the most part completed their NROTC tour of duty and were serving aboard naval ships and at naval stations throughout the world.

Significance of the Study

The graduates of the 1948 and 1949 orientation programs had, by 1950, sufficient experience as NROTC administrators and instructors to provide a reasonable evaluation of the effectiveness of the programs in preparing them for their

duties. It was hoped that this study, undertaken at the request of the Navy Department, Bureau of Personnel, would provide suggestions for improving the effectiveness of future courses.

CHAPTER II

RELATED STUDIES

Original plans for this study contemplated a review of the literature concerned with orientation and an examination of the findings of similar studies. It was early concluded that such literature as was available had but remote bearing on this study, and that evaluation follow-up studies concerned with government supported programs of specialized education within the environment of a civilian university were practically non-existent.

The conclusion that the literature was quite generally inapplicable to this study was reached despite the fact that much has been written on the subject of administration and the improvement of instruction in the field of higher education. The NROTC administrator has, of course, a primary responsibility for the improvement of instruction within his Unit, and would be more than willing to agree with Tulloss¹ when he wrote, "In the last analysis, the quality of the teaching in our colleges depends upon the attitude of the administration."

1. R. E. Tulloss, "The Improvement of College Teaching," Association of American Colleges Bulletin, Vol. 15 (March, 1929), 73.

After it has been acknowledged that the major responsibility of any administrator in a teaching situation is concerned with the improvement of instruction, there can be found few similarities between the duties and responsibilities of an NROTC administrator and those of the average civilian engaged in administrative duties at a civilian college. The latter is concerned with facilities and their maintenance, admissions, faculty selection and supervision, salary scales, promotion, the supervision and direction of research projects, the solicitation of funds, placement of graduates, athletic programs, and a host of other activities only a few of which are encountered by the NROTC administrator. It was readily apparent that only a small fraction of the rather extensive literature concerned with the administration of higher education was directly applicable to this study of the NROTC Orientation Program.

More directly applicable, but even more limited, was the literature concerned with the methods and procedures of improving instruction at the college level. So much of the literature dealing with this subject is concerned with the graduate school preparation of applicants for college teaching assignments. Reports of studies in this field have dealt with one, two, or three year programs which were in no way comparable to the three week course of instruction offered by the NROTC Orientation Program.

Another large segment of the literature directly concerned with the improvement of instruction in institutions

of higher learning was devoted to the relative importance of subject matter knowledge and teaching competence. This mass of material was but remotely applicable to this study, for a basic assumption of the NROTC Program is that officer instructors attending have an adequate subject matter background. In the three week period available, the impossibility of improving greatly on that background is realized, and major efforts are concentrated on the development of teaching competence.

A third large segment of the literature was concerned with the controversy raging over the relative importance of teaching competence, research, and writing for publication in the evaluation of teacher performance. Fortunately, officers assigned to NROTC instructional duties are able to take a detached view of this entire controversy, for their pay and advancement in no way depend upon their research or published writings. They are able, and are expected, to devote their entire energies to the performance of their instructional duties.

From the above, it was concluded that a comprehensive review of the literature would serve no useful purpose.

A Comparable Program

When a preliminary survey revealed that little could be gained from a review of the literature concerned with orientation, a search was undertaken for materials descriptive of a program similar to the NROTC Orientation Course in the thought that such materials would provide the basis

for interesting comparisons and would perhaps suggest subject matter for inclusion in future orientation programs. The search revealed one program sufficiently similar to fulfill this purpose.

This program was the "Academic Instructor Course" conducted by the Air University at Maxwell Air Force Base, Alabama, for United States Air Force Officers assigned instructional duties. The similarity of this course and the NROTC Orientation Program was revealed by the Mission, Scope, and Purpose of the Academic Instructor Course, quoted below:

MISSION. - The mission of this course is to prepare selected officers for duty as instructors within the training and educational system of the United States Air Force, for educational liaison duties, and for special educational assignments.

SCOPE. - The scope of instruction includes:

- a. Background in educational philosophy, educational psychology, and principles of education.
- b. Problems of education and training in the Air Force.
- c. Experience in planning, preparation, and flexible application of instructional methods and instructional aids.
- d. Practice in speaking, writing, group discussion, reading, listening, and observing, as contributing to effective methods of communicating.
- e. Evaluation procedures and techniques, applied to student and instructor situations.

PURPOSE. - The Academic Instructor Course is designed primarily to develop the following educational knowledges, attitudes, and skills:

- a. Understanding and appreciation of recognized principles and methods of learning and education.
- b. Understanding and appreciation of the organization and administration of an educational and/or training program.
- c. Competency in organizing and planning instruction and in evaluating student achievement.
- d. Precision in thinking, and poise and effectiveness in presenting and projecting instruction.
- e. Background for supervision of instructional activities.
- f. Awareness of student responsibilities in learning situations.

Course Offerings of the Academic Instructor Course

The subject matter content of each of the five general areas of instruction included in the Academic Instructor Course is listed in Table I. Abbreviations used in describing the type of instruction are: L - Lecture, Lab. - Laboratory, and C - Conference.

TABLE I

CURRICULUM - AIR FORCE ACADEMIC INSTRUCTOR COURSE

General (26 Hours)

Title	Hours & Type	Objective
Welcome by Commandant and Division Director	1/2 (L)	To welcome the student body to USAF Staff School
Policies, Procedures, and Facilities	1/2 (L)	To familiarize students with Craig Air Force Base and Academic Course facilities
The Educational and Training Program of the USAF	1 (L)	To describe and explain the Educational and Training Program of the USAF
The Importance of an Instructional Assignment	1/2 (L)	To explain the contribution of instructors to the progress of the Air Force
Tutorial Periods	5 (C)	To orient student instructors to specific practice teaching assignments
Preface to Professional Ethics	1 (L)	To indoctrinate the students with their moral leadership responsibilities
Student Interviews	10 1/2 (Lab)	To interview students. To determine their needs, problems, and background.
Effectiveness Reports	1 (L)	To instruct the students on the content of AF Reg. 36-10.
Critique of the Course	1 (C)	To receive suggestions from the students for future courses
Philosophy of Education	1 (L)	To present the philosophy of the course against a simplified background of general educational philosophies

TABLE I--Continued

Title	Hours & Type	Objective
Educational Psychology	1 (L)	To present and explain the educational psychology which guides this course
Use of the Library Facilities in Reference and Research	1 (L)	To acquaint student instructors with the library as an official source and research agency
Principles and Characteristics of Learning	2 (L)	To present and explain the principles and characteristics of learning
COMMUNICATION SKILLS		
48 Hours		
Effective Written Communication	3 (L)	To motivate students to improve their written communication and to present principles underlying good writing in lesson plans, research papers, and written reports
Reading Proficiency	1 (L) 19 (Lab)	To explain how reading can be improved in the lab, and to improve the reading speed and comprehension of students
Principles and Techniques of Briefing	1 (L)	To present and explain briefing methods and techniques
How to Listen Efficiently	1 (L)	To explain the listening skills which contribute to effective listening
Public Speaking	4 (L) 10 (Lab)	To explain the ultimate and immediate objectives of speech, to describe and explain a basic system for the organization of a speech, to explain the progressive steps useful in preparing a speech, to discuss effective speaker projection, and to furnish experience in a speech laboratory aimed to develop student speaking skills

Table I--Continued

Title	Hours & Type	Objective
Planning and Preparation	9 (Lab)	To enable students to conduct research and make preparations for communication skills activities
PRACTICE TEACHING 85 Hours		
Requisites of a Highly Competent Instructor	2 (C)	To explain and discuss the attributes essential to a highly competent instructor
Criteria for Determining Instructional Method	2 (L)	To explain the considerations involved in selecting the specific types of instructional methods to be employed in the classroom
Instructional Aids and their use	1 (L) 2 (Lab)	To identify instructional aids, to explain their most effective use, and to motivate students in the manufacture of aids in the laboratory
Lesson Plans	1 (L)	To explain the purpose and the form of lesson plans
The Use of the Question in Teaching	1 (L)	To explain the use of the question in expediting learning
The Lecture Method	16 (Lab)	To furnish experience and to develop skill in using the lecture as a teaching method
The Socialized Recitation Method	1 (L) 10 (Lab)	To explain the procedure of the socialized recitation and to develop skill in stimulating reactions, contributions, and discussion while teaching from a textbook or other organized body of knowledge
The Conference Method	3 (L) 10 (Lab)	To develop skill in leading roundtable discussions, to develop attitudes, appreciations and understandings by group processes, and to develop ability in problem solving

TABLE I--Continued

Title	Hours & Type	Objective
The Performance Method	1 (L) 10 (Lab)	To develop skill in leading and supervising student work activities which have rich learning significance
Summary Test of Instructional Proficiency	1 (C) 10 (Lab)	To evaluate student performance in a summary, full-scale period of instruction in which multiple methods and techniques of teaching are demonstrated by the student
Planning and Preparation	20 (Lab)	To enable students to conduct research and make preparations for practice teaching laboratories

EVALUATION
18 Hours

Uses of Evaluation	1 (L)	To explain the various uses of evaluation in the educational system
Grading Procedures	2 (L)	To develop a knowledge of factors to be considered in interpreting evaluation results and assigning grades
Objective Tests	1 (L) 3 (Lab)	To present principles and techniques of test construction and to furnish experience for student construction of tests in the laboratory
Performance Instruments	1 (L) 3 (Lab)	To present principles and techniques of performance-type instruments and to guide students in the construction of these instruments in the laboratory
Planning and Preparation	7 (Lab)	To enable students to conduct research and make preparations for evaluation laboratory assignments

CURRICULUM PLANNING AND SUPERVISION
15 Hours

TABLE I--Continued

Title	Hours & Type	Objective
Curriculum Planning	2 (C) 6 (Lab)	To present general principles of curriculum construction and to guide students in the development of a course of instruction
Supervision of Instruction	1 (C)	To discuss constructive supervision, scheduling procedure, administrative methods, and teacher morale
Planning and Preparation	6 (Lab)	To enable students to conduct research and make preparations for curriculum assignments

A Comparison of the Two Courses

A study of the mission, scope, and purpose, together with the curriculum of the Air Force Academic Instructor Course, revealed striking similarities in objectives and subject matter covered, with that portion of the 1949 NROTC Orientation Course particularly applicable to the instructors. While the Air Force Course was much longer, (192 class hours versus 84 class hours for the Orientation Course), some interesting comparisons were possible on a percentage basis.

The first striking difference noted in the two courses was the relative emphasis placed upon the subject of Educational Psychology. The Air Force Course presented this subject in a one hour lecture, and devoted two additional hours to lectures on the Principles and Characteristics of Learning. A total of three hours, or one and six-tenths per cent of the total time, was devoted to this subject. In sharp contrast, the NROTC Orientation Course devoted seventeen class hours,

or twenty per cent of the total time spent in class, to Educational Psychology.

The Air Force Course in Educational Procedures included three areas of instruction: Practice Teaching (95 hours), Evaluation (18 hours), and Curriculum Planning and Supervision (15 hours). A total of 118 hours, or sixty-one per cent of the time scheduled for the entire course, was devoted to the study of Educational Procedures. The NROTC Orientation Course allotted twenty-two hours, or twenty-six per cent of the total time, for this subject.

Still another area of considerable contrast was the relative emphasis placed on speech instruction. The Air Force Course devoted twenty-three hours, or twelve per cent of the total time available to this subject, while the NROTC Orientation Course allotted twenty-two hours, or twenty-six per cent of total time, to Functional Speech.

The comparisons noted above were included in this study for the sole purpose of presenting a different solution to problems similar to those encountered by the organizers and administrators of the NROTC Orientation Program.

CHAPTER III

THE NROTC ORIENTATION PROGRAM

Objectives

The major objectives of the NROTC Orientation Program have not been clearly defined in the past. In a foreword to a brochure describing the 1948 course, Rear Admiral T. L. Sprague said:

The NROTC program forms an integral part of the Navy's plan for training officers. It requires the highest quality of instruction, efficient administration, and outstanding naval leadership. The Bureau of Naval Personnel plans that this third Summer Orientation Course for newly assigned staff members of NROTC units will assist them in preparing for the important task ahead of them. Similar courses held in 1946 and 1947 were of great value both to the officers and to the units to which the officers later reported.

The course this summer, building on the experience gained in the previous sessions, will present intensive training in school administration, educational procedures, and administrative and supervisory techniques. Administrators and instructors will be placed in separate sections so that problems peculiar to each group can be discussed.

The instructional staff of the Orientation Course will include experienced officers and educationists from the Navy, civilian educators, and officers from NROTC units.

In a similar statement describing the 1949 program, Rear Admiral Sprague stated that the objective of the program was "to assist newly assigned officers to prepare for their NROTC duties and responsibilities".

Perhaps the clearest statement of the objectives of the course (with reference to the instructor officers) was contained in the brochure describing the 1947 program quoted below:

The purpose of this training is to help prepare you to do your job as an instructor in the NROTC program more effectively and efficiently, to implement your better understanding of the process of educating, and to instill a feeling of ease and confidence in your philosophy of education.

The Officers Attending

It should be stressed early in this study of the Orientation Programs that the officers attending were divided into two major groups. The first and smaller of the two groups was composed of senior officers of the Navy or Marine Corps, who were assigned to NROTC units as Professors of Naval Science and as Executive Officers. These officers came to their NROTC duties with a background of broad naval experience gained through command and staff responsibilities at sea and on shore. With reference to these officers, whose duties were to be largely administrative in nature, a major purpose of the Orientation Program was to augment this background of experience in naval administrative procedures with information applicable to their NROTC duties, performed in the environment of a civilian university.

The second major group was composed of more junior officers, in the grades of Lieutenant (junior grade), USN; Lieutenant, USN or Captain, (USMC); and Lieutenant Commander, USN or Major, (USMC), whose backgrounds included experience

at sea or in minor field commands. These officers were ordered to duty at NROTC units as instructors. It was generally true that these officers possessed an adequate knowledge of the subject matter they were to teach but had limited teaching experience. Hence, with reference to the second group of officers, a major purpose of the course was to provide them with the underlying principles involved in instructional techniques as they pertained to the NROTC program.

The Course of Study

The course of study for the 1948 and 1949 programs were similar in most respects. The 1949 program is stressed here; major differences from the 1948 program are discussed where such differences are considered significant.

The 1949 program included courses in six major areas. These were: Educational Procedures, Administrative Procedures, Audio-Visual Instruction, Functional Speech, Educational Psychology, and Instruction at the United States Naval Academy.

EDUCATIONAL PROCEDURES

Offerings of the Course

The course in Educational Procedures was designed to provide the NROTC administrators and instructors with a knowledge of the principles involved in school administration, supervision, and instructional techniques as they pertained to the NROTC program. The responsibility of the administrators

was stressed for providing instructors with assistance in keeping with the most effective educational procedures, and with a clear concept of the objectives of the program. The problems of organizing and administering an effective in-service training program were discussed. Problems were selected from the experience of NROTC administrators as well as from the field of supervision in general.

Considerable emphasis was placed upon the acquisition of an understanding of the philosophy of learning, and the selection and utilization of instructional techniques based upon that understanding. Emphasis was also placed upon the techniques involved in lesson planning, testing, grading, the use of training aids, opportunities for practice teaching, and the observation and presentation of demonstrations.

Lectures included:

"The School Administrator"	Dr. MacConnell
"In-service Training"	
"Teaching Techniques"	Mr. Curry
"A Teaching Demonstration"	
The film "Classroom Tactics"	
presented and discussed by	Lcdr. Balling
"The Job of the Teacher"	Dr. Conley
"Supervisory Functions of the Administrator"	
"Techniques of Supervision"	
"Application of Supervisory Techniques"	
"Factors in Student Adjustment"	Mr. Lang
"A Question Box for Instructor Officers"	
"Teaching NS101-102"	Lt. Logan
"Teaching NS201-202"	Lt. Edsall

"Teaching NS301-302"	Lcdr. Holm
"Teaching NS401-402"	Lt. Olds
"Teaching the Experimental NS101 - Sea Power"	Capt. Bonney
"A Teaching Demonstration Utilizing Audio-Visual Materials"	Mr. Wittich
Lesson Planning and Practice Teaching Sessions	Lcdr. Balling Dr. Dickinson Mr. Curry Mr. Lowe Mr. Lang

The Participating Staff

The staff which conducted the course in Educational Procedures is listed below:

Dr. W. H. Conley, Specialist, Division of Higher Education,
United States Office of Education, Washington, D. C.

Dr. J. A. Dickinson, Dean of Men, Carnegie Institute of Tech-
nology, Pittsburgh, Pennsylvania

Dr. J. D. MacConnell, Senior Educationist, Training Division,
Bureau of Naval Personnel

Cdr. R. C. Morton, USN, Associate Professor of Naval Science,
Northwestern University

Lcdr. G. R. Balling, USNR, Principal, Michael M. Byrne School,
Chicago, Illinois

Mr. R. N. Lowe, Instructor in Education, Northwestern University

Mr. E. M. Curry, Assistant Director, Community College, Evanston
Township Schools, Evanston, Illinois

Lcdr. S. R. Holm, USN, Assistant Professor of Naval Science,
University of Minnesota

Lt. E. M. Edsall, USNR, Assistant Professor of Naval Science,
Northwestern University

Lt. J. W. Logan, USN, Assistant Professor of Naval Science,
Northwestern University

Lt. E. H. Olds, USNR, Assistant Professor of Naval Science,
Northwestern University

Mr. Fred Vescolani, Superintendent, Nadeau Township Schools,
Carney, Michigan

The 1948 Course

The 1948 course in Educational Procedures was, as regards content and subject matter, in many respects similar to the course described for the 1949 program. The administration was different, however, in that the subject matter was divided into two separate courses. The first course, for both administrators and instructors, was concerned with School Administration and The Principles of Teaching. This course was conducted by Dr. J. H. Fox, Dean of the School of Education, George Washington University, assisted by Dr. C. E. Bish and Mr. R. W. Ruffner, lecturers in Education, George Washington University.

The second course, for officer instructors, was concerned with Educational Procedures and Techniques. This course was conducted by Dr. J. A. Dickinson, Dean of Men, Carnegie Institute of Technology; Mr. V. C. Gresham, Educationist, Training Activity, Bureau of Naval Personnel; Mr. H. G. Bergner, Educationist, Training Activity, Bureau of Naval Personnel; and Ledr. G. R. Balling, USNR, Chicago Public Schools.

Of the twenty-two hours devoted to the subject of Educational Procedures in the 1949 Program, eleven hours were devoted to the lectures enumerated above, two hours to teaching demonstrations, two hours to discussion of the demonstrations,

five hours to practice teaching (for officer instructors), one hour to lesson planning, and one hour to the film "Classroom Tactics".

ADMINISTRATIVE PROCEDURES

Offerings of the Course

The course in Administrative Procedures was intended to provide Professors of Naval Science, Executive Officers and Instructors with a general orientation in the aims, objectives, procedures and administrative problems of the NROTC program. The historical background of the program, an analysis of the type of student enrolled, and an overview of the curriculum was presented. Lectures included:

"The Development of the NROTC"	Mr. Moulthrop
"Collateral Duties for NROTC Staff"	
"Selection Procedure for NROTC Candidates"	
"Duties of the Professor of Naval Science"	Capt. Durgin
"Public Relations"	
"Correlation of Laboratory Manual, Cruise Manual, and the NROTC Curriculum"	
"Developing Officer-Like Aptitudes in NROTC"	
"The Instructor Officer and His Duties at an NROTC Unit"	Capt. Azer
"University Organization and its Relation to the NROTC Unit"	Capt. Culver and Mr. Moulthrop
"Academic Organization and General Regulations"	
"Counseling and Guidance in the NROTC"	Capt. Culver
"Naval Science, A College Subject"	Capt. Rice
"Evolution of the NROTC Curriculum"	

"Student Activities on a College Campus"	Dr. Dickinson
"Practical Problems in Providing University Facilities"	Mr. Wells
"Administrative Liaison Between the University and NROTC"	Capt. Gardner
"NROTC Activities are a Vital Part of a Successful Unit"	
"Administrative Procedures"	Cdr. Ninitz
"Aptitude Marks"	

The Participating Staff

The Staff which conducted the course in Administrative Procedures is listed below:

Capt. H. P. Rice, USN, Director of Standards and Curriculum Branch, Training Division, Bureau of Naval Personnel

Mr. H. K. Moulthrop, Educationist, Training Division (NROTC), Bureau of Naval Personnel

Capt. B. K. Culver, USN, Coordinator Professor of Naval Science, University of Southern California

Capt. C. T. Bonney, USN, Coordinator Professor of Naval Science, Brown University

Capt. J. B. Aser, USN, Professor of Naval Science, Illinois Institute of Technology.

Cdr. C. W. Ninitz, Jr., USN, Associate Professor of Naval Science, University of California, Berkeley

Organization of the Course

The organization of the course recognized the difference in objectives for the officers whose duties were primarily administrative (the Professors of Naval Science and Executive Officers) and the officer instructors. The administrators received nineteen classroom hours of lectures and discussion on the subject while the instructors attended but fourteen hours of this instruction.

The 1948 Course

The objectives of the 1948 course in Administrative Procedures were in all respects similar to the 1949 course but the method of presenting the subject matter was quite different. In 1948 the material was presented in a series of six lectures by Mr. H. K. Moulthrop, Educationist, Training Division (NROTC), Bureau of Naval Personnel. The first four lectures were attended by Professors of Naval Science and Executive Officers; the last two lectures were devoted to problems of particular interest to Executive Officers and were not attended by the Professors of Naval Science. Officer instructors did not participate in this phase of the instruction.

AUDIO-VISUAL INSTRUCTION

Offerings of the Course

The 1949 course in Audio-Visual Instruction was integrated with the Educational Procedures Course and was designed to develop maximum effectiveness in the selection, placement, and utilization of training aids. The keynote of the program was a teaching demonstration by Dr. Wittich followed by a group discussion led by Mr. Tate and Dr. Wittich. Training aids staff members, including trained Navy and Marine petty officers and non-commissioned officers, were present to advise on the use of audio-visual materials and to assist instructors in planning efficient training aid utilization in teaching situations. A library of training aids, selected

on the basis of applicability to NROTC instructional needs, was available. Officer instructors drew materials from this library for use in practice teaching sessions.

The Participating Staff

The Staff which conducted the course in Audio-Visual Instruction is listed below:

Dr. W. A. Wittich, Director, Bureau of Visual Instruction,
The University of Wisconsin

Mr. L. J. Tate, Coordinator, Training Division, Bureau of
Naval Personnel

Mr. V. O. Smith, Training Aids Specialist, Ninth Naval Dis-
trict Headquarters, Great Lakes, Illinois

Lieut. H. Bigler, USNR, Project Supervisor, U. S. Naval Film
Productions, Navy Photographic Center, Washington, D. C.

Lieut.(jg) H. A. Schmitz, USN, Officer-in-Charge, Training
Aids Section, Ninth Naval District Headquarters, Great
Lakes, Illinois

The 1948 Course

The 1948 course in Audio-Visual Instruction was, by comparison with the 1949 course, of quite limited scope. A teaching demonstration utilizing audio-visual materials was given by Lt. Comdr. P. C. Rooney, USN, Associate Professor of Naval Science at Northwestern University, and training aid utilization was discussed with each section of the class by Mr. A. C. Finstad, Section Head, Training Activity, Bureau of Naval Personnel. While efforts were made to integrate the Audio-Visual course with the Educational Procedures course, considerably less emphasis was placed on this phase than was done in 1949. The staff consisted only of Lieut. Comdr. Rooney and Mr. Finstad.

FUNCTIONAL SPEECH

Offerings of the Course

The course in Functional Speech was designed to assist the officers attending the course in acquiring the techniques necessary for the development of the ability to present new concepts and ideas clearly and forcefully. Lectures in the program of instruction were concerned with personal speech habits, the development of oral communication skills, the proper use of notes or manuscript, the importance of discussion as a classroom technique, and the composition and delivery of a persuasive speech. Emphasis was placed on practice in instructional speaking.

The Participating Staff

The Staff which conducted the course in Functional Speech is listed below:

Dr. K. P. Robinson, Coordinator, Associate Professor and Chairman, Department of Speech Education, Northwestern University

Dr. E. G. Hance, Professor of Public Speaking and Assistant Dean of the School of Speech, Northwestern University

Dr. E. Wraga, Associate Professor of Public Speaking, Northwestern University

Mr. L. Dorin, Instructor of Public Speaking and Assistant Director of Intercollegiate Debate, Northwestern University

Dr. W. A. Goates, Professor of Speech, University of Utah, Salt Lake City, Utah

Organization of the Course

The officers attending the course were divided into five sections of about twenty four men each for the

presentation of subject matter, and into ten sections of about twelve men each for the practice speaking sessions to permit the greatest possible consideration of individual problems. Dr. Conley, Mr. Lowe, Lcdr. Balling, Dr. Dickinson, and Mr. Curry, of the Educational Procedures course staff served as additional instructors for the practice speaking sessions. Twenty-two classroom hours were devoted to the course.

The 1948 Course

The 1948 course in Functional Speech was almost identical with the 1949 course. The participating staff was the same except for the addition of Mr. Borin in 1949. With only four instructors in 1948, classes were necessarily larger.

EDUCATIONAL PSYCHOLOGY

Offerings of the Course

The course in Educational Psychology was designed to acquaint the officers under instruction with the influence of psychological factors in the field of education. The course was presented in a series of lectures whose titles are listed below:

"Skill in Handling People Can be Learned"	Dr. Van Dusen
"Human Needs, Similarities"	
"Group Action"	
"Psychological Problems in Communicating Ideas"	
"Effective Leadership"	

"Scientific Methods and Human Behavior"	Dr. Seashore
"Conflict Situations and Problem Solution"	
"Individual Differences"	Dr. Underwood
"Psychological Principles of Learning"	Mr. Lowe
"Role of Motivation in Learning"	
"The Psychology of the Unexpected"	Dean Esbach
"How Attitudes are Formed"	Dr. Berg
"Personality Factors in Behavior"	
"Psychological Analysis of Effective Teaching"	Mr. Lund
"Working with Individuals Successfully"	

The Participating Staff

The Staff which conducted the course in Educational Psychology is listed below:

- Dr. A. C. Van Dusen, Coordinator, Associate Professor of Psychology and Director of the Summer Sessions, Northwestern University
- Dr. R. H. Seashore, Professor of Psychology, Northwestern University
- Dr. B. J. Underwood, Associate Professor of Psychology, Northwestern University
- Mr. R. N. Lowe, Instructor in Education, Northwestern University
- Dr. I. A. Berg, Associate Professor of Psychology, Northwestern University
- Mr. K. Lund, Lecturer in Psychology at Northwestern University, and Director of Placement, Wright Junior College, Chicago, Illinois

The 1948 Course

The 1948 course in Educational Psychology was very similar to the 1949 course. Seventeen classroom hours were

devoted to the subject in both 1948 and 1949. Dr. Van Dusen headed the staff in 1948 and was assisted by the following members of the Northwestern University faculty: Dr. P. A. Witty, Dr. S. A. Hamrin, Dr. T. W. Richards, Dr. R. H. Seashore, Dr. C. E. Buton, Dr. E. J. Underwood, and Dr. F. J. Dudek.

INSTRUCTION AT THE UNITED STATES NAVAL ACADEMY

Offerings of the Course

The subject of Instruction at the United States Naval Academy was included in the course of instruction for the Orientation Program in an attempt to provide some measure of common background in the training of naval officers at the two major sources of procurement. The course dealt with three areas that have specific application to the NROTC program. One area was concerned with the integration of the courses taught in each department in providing an adequate foundation for each new subject and in correlating principles with practical experience during the summer practice cruise. A second area presented the objectives of the Leadership course taught at the Naval Academy together with a survey of the methods used in implementing the program, and an evaluation of the present course and projected plans for continuing its development. The third area set forth methods employed in teaching the history of the United States Navy. It pointed out how the achievements of the fleets and its commanders were used to develop in midshipmen a spirit of

emulation and pride in the Naval Service. The meaning of seapower and its influence upon the rise of the United States to a position of world leadership was also discussed. Lectures included:

"Coordination of the Curriculum, Laboratory Work, and Cruises at the USNA"	Capt. Seabring
"Teaching Leadership at the USNA"	Cdr. Chow
"Teaching Naval History at the USNA"	Mr. Potter

The Participating Staff

The Staff which conducted the course in Instruction at the United States Naval Academy is listed below:

Capt. W. G. Cooper, USN, Secretary of the Academic Board,
United States Naval Academy

Capt. C. S. Seabring, USN, Head of the Department of Marine
Engineering, United States Naval Academy

Cdr. J. L. Chow, USN, Head of the Academic Section, Executive
Department, United States Naval Academy

Mr. E. B. Potter, Associate Professor, Department of English,
History, and Government, United States Naval Academy

The 1948 Course

The objectives of the 1948 course in Instruction at the United States Naval Academy were identical with those of the 1949 course. The subject matter was covered in a series of four lectures delivered by officers and civilian instructors of the Naval Academy staff.

MISCELLANEOUS

The essential features of the 1949 Orientation Program can be included under the six major course headings described above. One feature of the 1948 program, however, must be considered as being in a separate category. This feature was a series of three lectures on "Foundations of National Power", delivered by Mr. E. B. Espenshade, Jr., Associate Professor of Geography at Northwestern University. The lecture series was scheduled as a result of the Navy's desire to stimulate among its prospective officers an interest in national and international affairs. It was not the Navy's intention to prescribe the teaching of a course in the Foundations of National Power, but rather to provide the officers attending the lectures with ideas on this important subject which could be integrated into existing courses where they can be introduced most effectively.

CHAPTER IV

SURVEY OF EFFECTIVENESS OF THE PROGRAM BASED ON OPINIONS EXPRESSED BY STUDENT OFFICERS HAVING TAKEN THE COURSE

Analytical Procedures

For purposes of analysis, the returned questionnaires were divided into four major groups. The first division involved the separation of the questionnaires returned by the 1948 program graduates from those returned by the 1949 graduates. The questionnaires returned by the administrators were then separated from those returned by the instructors within each group. The numbers of questionnaires returned were: Administrators (1948) - 39; Instructors (1948) - 32; Administrators (1949) - 22; and Instructors (1949) - 61. The responses of the officers within the various groups were then analyzed for each major course offering of each program.

Introductory Lectures

The first question asked the graduates involved an evaluation of the program scheduled for the first day of the three weeks' period. The graduates of both programs expressed a large measure of satisfaction with the first day's exercises. Indicative of this high level of approval was the fact that seventy-five per cent of the officers polled suggested that no changes be made in the introductory lectures.

The general tenor of the suggestions for changes in the first day's schedule was that discussions should be limited to introductory material descriptive of the NROTC Program as a whole, and of the Orientation Program. Fourteen officers, or seven per cent of those polled, expressed the thought that the NROTC Program should be explained in rather considerable detail and then equal emphasis should be placed on an explanation of the Orientation Course. The thought was general within this group that thorough knowledge of the NROTC Program was a necessary preliminary to the gaining of an appreciation of the aims and objectives of the Orientation Course. The following comments were typical expressions of this thought:

"Add more information on the general features of the NROTC Program."

"Start at the beginning! Most officers have only a vague idea of the NROTC."

"Suggest that an experienced Professor of Naval Science deliver a talk on the benefits to be derived from the course."

"Give more attention to the specific purposes of the Orientation Course and the use that newly assigned officers will have for it."

"Draw a clear picture of the aims of the course - what is to be the application of the things that we learn."

Two officers suggested that the opportunity to get acquainted should be a major purpose of the first day's exercises.

One of these officers believed that a roll call, requiring each student to rise, give his name, job, and station, would serve a useful purpose.

Educational Procedures (1949 Program)

The 1949 graduates were asked two questions with reference to the course in Educational Procedures. The first question asked for their opinion with regard to the amount of time devoted to the subject. The responses to this question are indicated in Table II.

TABLE II

TIME DEVOTED TO EDUCATIONAL PROCEDURES (1949)

	Administrators	Instructors
Too much	4	4
Too little	1	22
Adequate	16	36

Responses to this question indicate quite clearly that the emphasis placed on Educational Procedures was considered as being about right by the administrators. Many instructors, on the other hand, seemed to feel that more time could have been devoted to the subject with profit. Although thirty-six instructors, or fifty-eight per cent of those polled, described the time spent on the subject as being adequate, twenty-two officers, or thirty-five per cent, felt that too little time was devoted to the subject. The fact that only one of the administrators believed that too little time was utilized, as contrasted with twenty-two of the instructors,

was considered the natural result of the difference in requirements and interests of the two groups.

The second question asked the 1949 graduates solicited their suggestions for improvement of the course. As could be expected, a wide variety of responses was received but, despite this variety, definite trends could be distinguished.

The administrators as a group, commented less extensively and more generally than did the instructors. Of the specific suggestions for improvement, the one made most frequently was that teaching demonstrations be conducted on the university level. Six administrators, or twenty-seven percent of those polled, felt that little benefit was derived from observations of high school and grammar school classes.

The next most frequently made suggestion was that greater emphasis be placed on the teaching of specific Naval Science subjects by dividing the instructors into groups and giving them concentrated instruction on the teaching of subjects that the instructors would be required to teach upon reporting to their units. Five officers, or twenty-one percent of the administrators, commented upon this specific point.

Five of the administrators also expressed the belief that much of the material covered under the general subject of school administration had little direct application to their duties in the NROTC.

Two of the administrators expressed the thought that most Professors of Naval Science and Executive Officers were

now required to teach one or more subjects, hence the administrators should be included in the practice teaching sessions.

The instructors, as a group, evidenced considerably less satisfaction with the course in Educational Procedures than did the administrators, and they commented more specifically. The source of greatest dissatisfaction seemed to stem from the fact that many of the instructors had not been informed which subjects they would be required to teach by the time they commenced the Orientation Course. Thirty instructors, or forty-nine percent, made comments which could have had their origin only in this thought. Seventeen of this group commented specifically that more sessions should be scheduled for officers who were to teach the same subjects, wherein the methods and procedures, training aids, and problems of teaching that specific subject could be discussed at length. Seven Marine Corps officers expressed the similar thought that special sessions should be scheduled for Marine officers to demonstrate and discuss the teaching of Marine Corps subjects. Similar thoughts were expressed by the Supply Corps officers attending the course.

Six instructors, or ten per cent of those polled, suggested that all demonstrations be conducted on the university level.

Four of the instructors expressed the thought that the teaching demonstrations conducted by the professional educators on the staff were particularly beneficial.

Other comments made by at least two instructors were:

- (1) Provide more instructional materials for specific subjects.
- (2) Demonstrate how to coordinate laboratory drills with lectures.
- (3) Make staff members available for private conferences with instructor officers.
- (4) Stress lesson plan preparation.
- (5) Provide more discussion of the "Question Box" type, conducted by Mr. Lang.
- (6) Deemphasize the general subject of School Supervision.

Educational Procedures (1948 Program)

As was described in Chapter III, the 1948 course in Educational Procedures was divided into two phases. The first phase, attended by both administrators and instructors, was concerned with "Educational Administration and the Principles of Teaching", and was conducted by faculty members of the George Washington University School of Education.

The first question asked the 1948 graduates was concerned with the quality of presentation of this phase of the instruction. Responses, indicating a high level of satisfaction with this instruction, are listed in Table III.

TABLE III

QUALITY OF PRESENTATION, EDUCATIONAL PROCEDURES (1948)

	Administrators	Instructors
Excellent	20	21
Good	12	7
Fair	4	2
Poor	1	0
No comment	2	3

The second question, directed at the instructors, asked how the lectures helped prepare them for the practice teaching sessions. Of the twenty-six instructors who commented on this question, all but three indicated that the lectures were helpful. The most frequent comment, made by nine of the officers, was concerned with the value they derived from the opportunity to watch such competent lecturers perform. Dean Fox was described by two officers as being among the best lecturers they had heard. One of the officers who described the lectures as being of little help, based his objections on the belief that the lecturers were too competent, hence the beginner's approach was missed.

Other values derived from the lectures, and expressed by two or more of the instructors were: (1) Emphasis on the role of motivation in a teaching situation. (2) The importance of subject matter knowledge for the teacher. (3) The importance of recognizing individual differences. (4) The acquisition of knowledge concerning the basic principles of teaching.

The third question in this section of the 1948 questionnaire asked for suggestions for increasing the effectiveness of this phase of instruction. No definite trends were established by the responses of the sixteen administrators who commented. Two of the administrators expressed the belief that the lecturers violated a basic principle of teaching in that they failed to consider that most of the students had had several years' experience in teaching or training situations, hence the instruction was pitched at too low a

level for the group. Two others desired more emphasis placed on actual problems, techniques, and classroom procedures. Opposed to this thought was the view presented by two other administrators that too much emphasis was placed on classroom techniques, and not enough on the problems of the administrator. The thought that the discussion of "motivation" and "individual differences" largely duplicated material covered in the Educational Psychology course was expressed by two of the administrators.

The fact that nineteen of thirty-two instructors failed to comment on the question, indicated either a rather considerable lack of interest or a substantial degree of satisfaction with the course. No two officers made the same suggestion. One instructor suggested that more time be spent on the subject while another suggested that too much time was utilized. Another suggested that the importance of in-service training be stressed. There was one suggestion that the classes be permitted to audit Northwestern University classes for the purpose of observing instructional methods. Other suggestions were: (1) More stress on Principles of Teaching and less on Educational Administration. (2) Lengthen the discussion periods to permit more questions and answers. (3) Delete all material not having a direct bearing on the practical aspects of teaching on the college level. (4) Show me just exactly why I need the information.

The second phase of the instruction in Educational Procedures emphasized methods of instruction, teaching demonstrations,

and practice teaching. This phase was attended only by the instructors.

Concerning this phase, the instructors were first asked their opinion with regard to the time devoted to the phase. Their responses indicated that thirty-one per cent regarded the time spent as adequate, fifty-six per cent considered that too little time was devoted to the subject, while only thirteen per cent considered too much time was utilized.

The second question elicited suggestions for improving the instruction. Responses indicated that thirteen instructors, or forty-one per cent, felt that more practice teaching sessions should be scheduled. Six instructors, or nineteen per cent, felt that more instruction in lesson planning would have been helpful. Two instructors felt that small group conferences with staff instructors would have been helpful.

Other comments of possible merit were:

I feel it would be profitable to start in the classrooms with a subject - proceed with a lesson plan, gathering of instructional materials, training aids, etc., and delivery of lecture before the student's eyes. Practice teaching and critiques were of great value. More practical work.

"More critical supervision of practice teaching sessions."

"Delete that which does not bear directly on the practical work."

"Make sure that the supposed instructors for this phase have the necessary background to impart suggestions for improvement. Ours did not."

"Suggest that the prospective instructors be advised how to use petty officer assistants to the best advantage."

The final question concerned with the 1948 course in Educational Procedures asked the instructors how the material presented by Dean Fox and his George Washington University associates fitted in with the practical work of Educational Procedures. Of the twenty-eight officers who answered the question, half of them replied "very well", thirteen replied "fairly well", while only one responded with "not at all".

Administrative Procedures (1949 Program)

The general reaction of the 1949 graduates to the course in Administrative Procedures can best be determined from an examination of Table IV where responses to two questions concerning the course are tabulated.

TABLE IV

GENERAL REACTIONS, ADMINISTRATIVE PROCEDURES (1949)

1. What do you now think of the time devoted to this course?

	Administrators		Instructors	
	No.	%	No.	%
Too much	4	16	11	18
Too little	4	18	7	12
Adequate	13	59	41	67
No comment	1	5	2	3

2. How do you feel about the manner in which the subject matter was presented with regard to clarity, detail, organization, etc.?

Excellent	3	14	5	8
Very good	3	14	9	15
Good or satisfactory	5	23	13	21
No comment	2	9	5	8
Other comment	9	40	29	48

The responses to the first question tabulated in Table IV indicate an ideal distribution of opinion among the administrators. A majority of those answering the question considered that the time devoted to the course was adequate while the minority was equally divided among those who thought either too much or too little time was spent on this phase. The responses of the instructors to the question were almost equally favorable.

The second question elicited some comment other than that tabulated. Five of the administrators, or twenty-three per cent of those polled, believed that the schedule could be made tighter by careful planning designed to eliminate duplication and overlapping of subject matter. That talks by experienced administrators were considered valuable was indicated by the suggestion made by three administrators that more time be allotted to Commander Nimitz, Captains Durgin, Culver, and Gardner. The two unfavorable comments noted were to the effect that the purposes of the course could best be achieved by informal discussions with experienced administrators. Two administrators commented specifically that the course was well organized and presented.

The instructors comments regarding the manner in which the course was presented were generally less favorable, probably because of their lesser motivation for studying administrative procedures. Eight instructors commented to the effect that a condensed version of the course would be adequate for the instructors. Opposing this thought, an almost equal number of instructors suggested that more details of

administration could be utilized by the instructors. Items specifically mentioned by these instructors included: aptitude marks, the duties of the instructors, and administrative relationships with the university. One suggestion of possible value was that mimeographed handouts be prepared for instructors listing the salient features of lectures on administrative matters which were attended by the administrators only.

The third question with reference to the course in Administrative Procedures asked for suggested topics to be added to the course. Half of the administrators responded with "no comment". The comments of the other half are listed below:

"Use 'Regulations for Administration and Training of NROTC' as a guide for subject matter coverage".

"Case instructions - with 'what do' solutions by experienced Professors of Naval Science."

"Combine the two lectures given by Captains Durgin and Gardner".

"More on Bureau of Naval Personnel policies."

"A good lecture or two on in-service training."

"Discussion of lineal precedence of graduates."

"Conversion of grades to 4.0 basis as affecting the 'S' multiple for transfers as well as graduates from the various institutions."

"Selection and processing of contract applicants."

"Add more detail."

"A general discussion of some of the details governed by the regulations governing NROTC Units (Navport 15034c) which effect enrollment, disenrollment, exceptions to the curriculum, Executive Officer's relations to pay problems, and the 'special cases' which arise among individuals in the course."

"A practical talk on 'Making Midshipmen Understand Their Obligations!'"

"Training of Midshipmen on cruises."

Three quarters of the instructors responded with "no comment" to the question asking for suggested additions to the course in Administrative Procedures. Of those who commented, five instructors desired more information on financial matters, allotments, uniforms, books, maintenance, budget limitations, and equipment. Two instructors felt that more information should be provided on the preparation of aptitude marks. Other suggested additions were:

"Extra-curricular duties and extra-curricular activities of Midshipmen."

"NROTC Midshipmen have no understanding of their responsibilities to the program or the service. Suggest the problem be discussed and corrective measures adopted."

"Information on university academic requirements, degrees, and college organization."

"Information relative to the handling of post graduate and other students outside the NROTC program."

"Suggest that Professors of Naval Science be alerted to the importance of first impressions on the new

Freshmen, especially the Regular. When he first arrives on campus he will very likely take some pre-college placement tests and some counseling by civilians in the college Guidance Center. I believe that we should try to insure that these civilian counselors: (a) Are generally familiar with the mission and operation of the NROTC. (b) Realize that the Regular Navy is a professional career and not just some unusual, far away pursuit which may not be mentioned in their standardized psychological tests and usual college curricula. (c) Know that the Regular Navy offers opportunities for college graduates to practice many forms of professional knowledge right in the Navy, eg., engineering, education, etc. Some of my researches suggest that uninformed civilian counselors in college may (and quite unconsciously) be presenting an artificially dichotomized occupational future to our new Regulars - either they study education, engineering, administration, etc., like normal people, or they go into the Navy.

"Perhaps each NROTC Unit should have an officer experienced in educational and vocational guidance to represent the Unit in the Guidance Center during pre-college testing and counseling periods."

The second part of the third question asked for suggested deletions from the course. The value of the subject matter presented can be inferred from the fact that fifty-nine per cent of the administrators and eighty-four per cent of the instructors responded with either "none" or "no comment".

Two of the administrators suggested that the lecture "Student Activities on a College Campus" be deleted. Two others felt that the lecture "Practical Problems in Providing University Facilities" was of little value. Other lectures suggested for deletion by single administrators were:

"Selection Procedure for NROTC Candidates."

"Collateral Duties for NROTC Staff."

"Academic Organization and General Regulations!"

"Naval Science, a College Subject."

"Counseling and Guidance in the NROTC."

One administrator commented, "Delete all of it. Some good Executive Officer should get the Execs together and give them the dope. Same for Professors of Naval Science."

Suggested deletions listed by the instructors are recorded below. Where more than one instructor made the same suggestion, the number making that suggestion is indicated by a number following the subject.

"Naval Science a College Subject." -2

"NROTC Activities are a Vital Part of a Successful Unit

-2

"The Instructor Officer and His Duties." -2

"Collateral Duties for NROTC Staff."

"Academic Organization and General Regulations."

Correlation of Laboratory Manual, Cruise Manual, and the NROTC Curriculum.

"Developing Officer-like Aptitudes."

"Counselling and Guidance in the NROTC."

"Practical Problems in Providing University Facilities.

One instructor suggested that considerable time could be saved, and the material could be made available for later study, by mimeographing the lectures and distributing them to the students.

Administrative Procedures (1948 Program)

As was noted in Chapter III, the 1948 course in Administrative Procedures was presented in a series of six lectures by Mr. H. K. Moulthrop, Educationist, Training Division (NROTC),

Navy Department Bureau of Personnel. The instructor officers did not attend these lectures, hence were not asked to comment on this phase of the instruction.

The first question asked the 1948 graduates called for an expression of opinion regarding the time devoted to Administration. Responses to this question indicated that sixty-four per cent of the administrators considered that too little time was devoted to the subject, twenty-six per cent considered the time as adequate, and only ten per cent considered that too much time was utilized.

The second question asked the administrators to express their opinion of the manner in which the subject matter was presented with regard to clarity, detail, practicality, organization, etc. The question elicited extensive comment and many suggestions for the inclusion of additional subject matter. The comment made most frequently, (by twenty-three per cent of the officers polled), was to the effect that experienced Professors of Naval Science and Executive Officers should participate in this phase of the instruction by presenting formal lectures and by presiding over informal discussions.

Other comments regarding the administration and organization of the course were: (1) Devote more time to administration. (2) Schedule the course early in the Program. (3) Provide mimeographed copies of complete student record with background material illustrating sources of the entries. (4) Provide better initial orientation in the course by giving

a lecture covering academic freedom, academic rank, college liberalism, and communist agitation. (5) Insist that new administrators spend at least a month on the job before coming to Northwestern. (6) Provide better orientation by leading off with a clear statement of Bureau policy regarding attitude toward the student, what each Unit should expect from the student, how far the student should be carried, discipline, etc. (7) Provide each administrator with copies of NROTC Regulations, all effective NROTC memoranda and bulletins, sample copy of each report required by the Bureau, and an explanation of where to find the information required.

Suggestions for additional subject matter coverage or change in emphasis included: (1) Too much history. (2) Need more details of actual administration, present problems and solutions. (3) Need more on accounting, records, and reports. (4) Discuss calendar procedures and schedules. (5) Too much detail on marks. (6) Stress the administrator's responsibility for supervising student's study program. (7) Stress public relations on and off the campus. (8) Devote more time and detail on relations with the university. (9) Too much time on naval administration and not enough on college procedures. (10) Stress separation procedures. (11) Discuss policy on granting extra time to permit obtaining degrees. (12) Cover the subject of annual, special, and commissioning physical examinations. (13) Discuss graduation procedures and problems. (14) Discuss the responsibility for assignment of classroom facilities for units with no naval science

- building. (15) Discuss the assignment of midshipman officers.
 (16) Explain relations with Army and Air Force ROTC.

Audio-Visual Instruction (1949 Program)

The general reactions of the 1949 graduates to the course in Audio-Visual instruction is apparent from an examination of Table V, wherein the responses to two questions are tabulated.

TABLE V

GENERAL REACTIONS, AUDIO-VISUAL INSTRUCTION (1949)

Q. Of what value was this course?

	Administrators		Instructors	
	No.	%	No.	%
Good	14	45	28	46
Fair	3	14	23	38
Poor	1	5	8	13
No comment	8	30	2	3

Q. How effectively was the material presented?

	Administrators		Instructors	
	No.	%	No.	%
Good	11	50	30	49
Fair	3	14	23	38
Poor	1	4	4	6.5
No comment	7	32	4	6.5

The third question regarding the 1949 Audio-Visual course asked what portions of the program required more emphasis. Responses are tabulated in Table VI.

Only two administrators commented on this question in terms other than those tabulated in Table VI. One suggested that the class be divided into small groups for the inspection and demonstration of the aids. The other pointed out

TABLE VI

PORTIONS OF AUDIO-VISUAL INSTRUCTION REQUIRING
MORE EMPHASIS (1949)

	Administrators		Instructors	
	No.	%	No.	%
None or no comment	15	68	16	26
Familiarization and utilization of available aids	3	14	16	26
Practical applications			9	15
Fabrication of aids	1	4.5	2	3
Procurement of aids	1	4.5	2	3
Repairs	1	4.5	1	1.5
All of it			4	6

that the space available for the aids was inadequate for their efficient display.

The instructors commented more extensively, but there was little agreement regarding particular portions requiring more emphasis. Four officers suggested that the Audio-Visual course be more closely integrated with the practice teaching sessions. Two others suggested that the use of the audio-visual facilities be made compulsory instead of optional. Topics suggested for more emphasis by single instructors included: (1) Assistance to instructors in planning efficient training aid utilization. (2) Use of the blackboard. (3) Allow time for the enlisted personnel to give planned demonstrations of their equipment. (4) Use of sketches as was done by Dr. Van Dusen. (5) Availability of training aids particularly applicable to Marine Corps subjects. (6) Display was too crowded to be effective. (7) The visual aids room should be open after hours. (8) The utilization

of visual aids in teaching history subjects. Full importance not realized until preparation of lesson plans.

A second part of the third question concerning the Audio-Visual Instruction asked what portions of the course required less emphasis. Ninety-one per cent of the administrators and eighty-seven per cent of the instructors responded with "none" or "no comment".

Two of the administrators suggested that the use of artists in the audio-visual program was a departure from reality in that very few units had such talent available. Another administrator suggested that less emphasis be placed on the fabrication of home-made aids.

The remarks of the very few instructors who commented on this section are listed below:

"Do not cut any of this. Any experience which will aid the instructor in creating interest and hold it is important."

"Less on group discussions."

"Less on the importance of use of training aids."

"Devote less time to the subject. Instructor will get this on his own."

"Less on actual mechanical operation of aids. Instructors will pick this up at their own units."

The fourth question was designed to obtain an expression of opinion regarding the usefulness of the Audio-Visual Aids Laboratory. Responses to this question are tabulated in Table VII.

TABLE VII
USEFULNESS OF THE AUDIO-VISUAL LABORATORY

	Administrators		Instructors	
	No.	%	No.	%
Very helpful	4	18	10	16
Helpful	7	32	24	40
Of little help	2	9	21	35
No comment	9	41	4	6
Little help but my own fault			2	3

The last item tabulated is considered quite significant in that there were most probably others who described the laboratory as being of little help, largely because they did not seek out the help that the laboratory was prepared to give.

The fifth question asked for an expression of opinion whether more time should have been available for student officers to make their own visual aids. The fact that fifty-nine per cent of the administrators and seventy-two per cent of the instructors answered in the negative, indicated that the assignment of additional time for this purpose would have been inadvisable.

The final question concerned with the 1949 Audio-Visual program asked the graduates how they felt about the amount of time devoted to the course. Responses to the question are recorded in Table VIII.

The significantly higher percentage of instructors who regarded the time devoted to the course as inadequate than did the administrators, can probably be attributed to the greater interest of the instructors in the subject.

TABLE VIII

TIME DEVOTED TO AUDIO-VISUAL INSTRUCTION (1949)

	Administrators		Instructors	
	No.	%	No.	%
Too much	1	5	3	5
Too little	4	18	22	36
Adequate	11	50	34	56
No comment	6	27	2	3

Audio-Visual Instruction (1948 Program)

The responses of the 1948 graduates to questions regarding the effectiveness of the Audio-Visual course indicated that this instruction was the least effective of the entire 1948 program. Three questions were asked, the first of which called for suggestions for improvement of the course.

The suggestion made most frequently, by twenty-three per cent of the administrators, was that primary emphasis should be placed on the demonstration of and familiarization with the aids actually available to the units. Two administrators suggested that this instruction be dropped as a separate subject and be integrated with the Educational Procedures course. One administrator described the course as a waste of time.

The instructors as a group were far more critical and less constructive in their comments. Four officers expressed the thought that emphasis should be on developing the ability to use the aids actually available. Three instructors described the course as a waste of time. One described the demonstrations conducted by the Training Aids Representative

as "a good example of how not to instruct". A suggestion of possible merit is quoted below:

I consider the approach used to have been in error. We were overexposed to training aids in these lectures. A better technique would be to present typical skillful instructors in standard classroom lectures, followed by an analysis, by the Training Aids Representative, of the specific training aids techniques used.

The second question in this section asked the graduates how they thought the Training Aids Representative could give maximum service to the program. The only suggestion upon which there was any measure of agreement was again that more demonstrations should be scheduled using aids on the NROTC allowance list. One officer commented to the effect that he had yet to see in the field, some of the excellent training aids demonstrated at Northwestern. Another officer suggested that the Training Aids Representative present the educational leader's pro and con arguments regarding training aids so that the students could have a better perspective of this subject.

The final question in the series asked the graduates whether they would prefer more or less emphasis on training aids. Responses to this question are tabulated in Table IX.

TABLE IX

DESIRED EMPHASIS ON TRAINING AIDS (1948)

	Administrators		Instructors	
	No.	%	No.	%
More emphasis	13	33	10	31
Less emphasis	7	18	12	38
About right	12	31	1	3
No comment	7	18	9	28

The fact that the instructors who desired less emphasis on training aids were more numerous than those who desired more emphasis might well be a reflection on the quality of instruction in the course. It is perhaps significant that eleven instructors, or thirty-four per cent of those polled, described the Training Aids Representative as among the least effective of the instructors in response to a question in another section of the questionnaire.

Functional Speech (1949 Program)

Responses to questions concerning the 1949 course in Functional Speech indicate that it was by far the most popular and effective course of the entire program. Indicative of this large measure of approval are the responses to the question, "What is your reaction as to the quality of presentation of the course in Functional Speech?" These responses are listed in Table X.

TABLE X

QUALITY OF PRESENTATION, FUNCTIONAL SPEECH (1949)

	Administrators		Instructors	
	No.	%	No.	%
Outstanding	2	9	6	10
Excellent	13	58	34	55
Very good	4	18	12	20
Fair	0	0	0	0
Poor	1	5	1	2
No comment	1	5	2	3

Responses to the second question, "What portions of the course need more emphasis?", are listed in Table XI. The

fact that nearly all comments expressed, directly or indirectly, a desire for more of this instruction constitutes further evidence of the high regard in which this course was held. Percentages are not tabulated in Table XI because many individual officers commented under more than one heading.

TABLE XI

PORTIONS OF FUNCTIONAL SPEECH COURSE REQUIRING
NONE EMPHASIS

	Administrators	Instructors
More practice	4	21
More emphasis on practice in instructional speaking	2	13
More criticism by instructor	1	7
Correcting personal speech habits--wire recorder work	2	5
Presenting longer talks	1	3
More time on all of it	3	4
None or no comment	7	15

Individual comments by administrators, not tabulated in Table XI, suggested more emphasis on: (1) Adherence to schedule. (2) Responses at dinners. (3) Periods for personal consultation, and (4) Better coordination by instructors to avoid duplication.

Individual instructors suggested that: (1) Practice talks be assigned in a definite order instead of asking for volunteer recitations, (2) More time on Naval Science Subjects, (3) More materials be made available to assist in the preparation of topics assigned, (4) More emphasis be placed on conference techniques, and (5) More emphasis be given the preparation and use of notes.

A second part to the second question asked what portions of the Functional Speech course needed less emphasis. Eighty-two per cent of the administrators and eighty-nine per cent of the instructors responded with "none" or "no comment." The only significant comments made were by two administrators who suggested less emphasis on instructional speaking. Two instructors, on the other hand, suggested less emphasis on general speaking, as contrasted with instructional speaking. These comments indicate rather clearly, the difference in interests of the two groups.

The final question concerning the 1949 Functional Speech course asked the graduates for their opinion regarding the amount of time devoted to the course. The fact that almost half of the administrators and instructors considered the time as "too little", was again indicative of the general approval of the course. Responses to this question are listed in Table XII.

TABLE XII

TIME DEVOTED TO THE FUNCTIONAL SPEECH COURSE (1949)

	Administrators		Instructors	
	No.	%	No.	%
Too much	1	5	4	7
Too little	10	45	31	50
Adequate	9	40	25	41
No comment	2	10	2	2

Functional Speech (1948 Program)

The responses of the 1948 graduates to questions concerning the Functional Speech course indicated the same high

order of satisfaction with the course as did those of the 1949 graduates. Responses were so similar, in fact, that a very brief summary of this section of the 1948 questionnaire will suffice for purposes of this study.

Seventy-five per cent of the administrators and eighty-four per cent of the instructors described the presentation of the course as being either outstanding, excellent, or very good. A majority of the comments concerned with portion of the course requiring more emphasis, expressed a desire for more opportunity to practice. Another suggestion made frequently was that instructors criticize the speakers more freely. The thought that efforts should be made to reduce the size of the classes was expressed by four officers.

Responses to the question soliciting suggestions for portions requiring less emphasis included: demonstrations by instructors, and the discussion of principles in the classroom. The suggestion could be inferred that much of this time was needed for practice speaking.

Educational Psychology (1948 and 1949 Programs)

The Educational Psychology courses given in 1948 and 1949 were so similar as regards subject matter content, time devoted to the subject, and staff personnel that they can be included in the same summary. The same questions were asked graduates of both programs.

The first question asked the graduates was, "what portions of the Educational Psychology program need more emphasis?"

Fifty-six per cent of both the administrators and the instructors answered "none" or "no comment" to this question.

The thought most frequently expressed by the administrators who commented specifically upon this question was that the lecturers failed to stress the practical applications to NROTC work, of this important subject. More than half of the administrators who commented, expressed this thought directly or indirectly. One of the more acid comments was, "This series of lectures is considered of little value. Definite applications of the principles involved were studiously avoided." Other comments, less acid but in similar vein, were: "Stress the specific problems of dealing with college students," "Stress the uses of psychology by Naval Officers," and "Emphasize the specific problems of college students, using case histories."

The interests of the instructors in the psychological problems of teaching were reflected in their replies to this question. Nine instructors suggested that more emphasis be placed on the role of motivation in learning. Seven others mentioned the principles of dealing with people as a profitable subject of greater emphasis. The psychological aspects of discipline was mentioned by four instructors as needing more emphasis. The suggestion was made by five officers that the psychological analysis of effective teaching be stressed more for the benefit of the instructors.

A second part of the first question solicited suggestions for subject matter requiring less emphasis. Forty-one

per cent of the administrators and fifty-four per cent of the instructors failed to comment specifically on this question. Those commenting were, in general, quite critical of the course. Ten administrators, or sixteen per cent of those polled, suggested that all of the course required less emphasis. Five administrators suggested that the course be shortened to two or three lectures. Typical comments made by these officers were:

"Believe same ground could be covered in half the time."

Less academic double-talk on the PhD level. Keep it simple.

"Eliminate all but one or two lectures on 'How to Make Contact with the Student'."

Only three subjects were listed, by at least two of the administrators, as requiring less emphasis. These were: elementary general theory, the nature of learning, and how attitudes are formed and changed.

The instructors who commented on this part of the question were both less critical and less specific in their remarks. Some measure of agreement was indicated when seven officers, or eight per cent of those polled, suggested that less emphasis be placed on scientific methods in controlling human behavior. Other subjects on which at least two officers agreed that less emphasis was needed were: generalities and theoretical aspects, how attitudes are formed and changed, reading skills, the entire program, the nature of learning, individual differences, and the psychological analysis of effective teaching.

The final question asked concerning the Educational Psychology Program solicited an expression of opinion regarding the quality of presentation of the course. Responses to this question are tabulated in Table XIII.

TABLE XIII

QUALITY OF PRESENTATION, EDUCATIONAL PSYCHOLOGY (1949)

	Administrators		Instructors	
	No.	%	No.	%
Excellent	11	18	18	20
Very good	3	5	7	8
Good	32	52	57	61
Fair	11	18	5	5
Poor	3	5	1	1
No comment	1	2	5	5

Analysis of these responses, and of the specific comments made, indicate that the course in Educational Psychology was the most controversial course of the Orientation Program. It was typical that those who liked the course praised it very highly, while those who felt that they derived little or no benefit were exceptionally critical. There was a large measure of agreement that Dr. Van Dusen was an outstanding lecturer, and that the staff, as a whole, was exceptionally capable. Indicative of the high regard in which Dr. Van Dusen was held was the following suggestion: "If any changes are to be made, let Dr. Van Dusen suggest them."

Responses to the questions also indicated a rather general feeling that the discussions were too theoretical and too elementary. Several officers mentioned a feeling that

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526	527	528	529	530
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761	762	763	764	765
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771	772	773	774	775
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781	782	783	784	785
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866	867	868	869	870
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931	932	933	934	935
936	937	938	939	940
941	942	943	944	945
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951	952	953	954	955
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961	962	963	964	965
966	967	968	969	970
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976	977	978	979	980
981	982	983	984	985
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991	992	993	994	995
996	997	998	999	1000
1001	1002	1003	1004	1005
1006	1007	1008	1009	1010
1011	1012	1013	1014	1015
1016	1017	1018	1019	1020
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1141	1142	1143	1144	1145
1146	1147	1148	1149	1150
1151	1152	1153	1154	1155
1156	1157	1158	1159	1160
1161	1162	1163	1164	1165

the instructors "talked down" to them; that the instruction was pitched at too low a level.

A final generalization can be made that many officers considered the course as being too lengthy and involved considering the purposes of the Orientation Program and, at the same time, too brief and sketchy to permit the students to acquire any real understanding of the subject matter. In this connection it is significant that while about half of the officers polled considered the time devoted to the course as adequate, four-fifths of the remaining officers considered that too much time was devoted to the subject.

Instruction at the United States Naval Academy (1949 Program)

Questionnaires submitted to the 1949 graduates contained questions designed to obtain an expression of opinion regarding the effectiveness of that portion of the Orientation Program devoted to instruction at the United States Naval Academy.

The first question asked was, "Of what value to your work in the NROTC was the material presented in this course?" The limited value of the course can be inferred from the fact that fifty per cent of the administrators and seventy-five per cent of the instructors described the course as either "fair" or "poor". The greater interest in the subject by the administrators was indicated in that forty-one per cent replied "good" to this question while this reply was made by only twenty-two per cent of the instructors.

Seven of the fifteen administrators who commented specifically on this question described Professor Potter's

lecture as being particularly valuable. Four administrators believed that conditions at civilian universities were barely comparable to those at the Naval Academy, hence the material presented was relatively unimportant. The administrators considered the course valuable as a device for bringing the students up to date on Naval Academy practices.

The instructors who attended the 1949 program expressed similar sentiments. Twenty-two officers, or thirty-four per cent of those polled, suggested that the course was of little value because "it is impossible to correlate this material with the NROTC," "the problems are entirely different," or "it is not applicable, time wasted". Five of the instructors agreed that Professor Potter's lecture was excellent. The lecture on "Leadership" by Major Williams was also described as excellent by four of the instructors. Other comments, favorable and unfavorable, are listed below:

"Provided a good attack on the methods of teaching to be employed in the curriculum."

"Too much emphasis on the way it is done at the Naval Academy and not enough on how it will work in NROTC."

"One speaker offended some by referring to Naval Academy graduates as the 'hard core' of the Navy."

"The lectures were excellent, they provided many pointers for use in my own teaching."

The second question asked on this phase of the instruction was, "How effective was the presentation of this material?" That the presentation was of high quality is apparent from

the fact that eighty-six per cent of the administrators and fifty-one per cent of the instructors answered this question with "good". Forty-four per cent of the instructors described the presentation as being "fair". None of the administrators and only five per cent of the instructors thought the presentation was "poor".

The final question asked the 1949 graduates concerning the Naval Academy phase of the instruction solicited their opinions regarding the amount of time devoted to the subject. Responses to this question also indicated a more favorable attitude toward the course on the part of the administrators. Fifty-nine per cent of the instructors considered that too much time was devoted to the course while only twenty-seven per cent of the administrators expressed this thought. It was significant, however, that only three administrators and four instructors considered that too little time was spent on the subject.

Instruction at the United States Naval Academy (1948 Program)

The questionnaires submitted to graduates of the 1948 program asked the graduates to evaluate the series of lectures concerned with instruction at the Naval Academy. Reactions of the graduates to individual lectures in the series are indicated in Table XIV.

Responses of the graduates were generally negative when asked what additional aspects of the work offered at the Naval Academy might be presented at Northwestern to strengthen the Orientation Program. Seventy-seven per cent of the

TABLE XIV

REACTIONS TO NAVAL ACADEMY LECTURES (1948)

	Administrators		Instructors	
	No.	%	No.	%
Naval History - Professor Potter				
Very helpful	11	28	7	22
Fairly helpful	8	20.5	12	38
Limited value	8	20.5	10	31
No value	3	8	1	3
No comment	9	23	2	6
Leadership - Major Williams				
Very helpful	4	10	10	31
Fairly helpful	9	23	11	34
Limited value	12	31	7	22
No value	3	8	1	3
No comment	11	28	3	10
Instructional Methods - Professor Thompson				
Very helpful	10	26	8	25
Fairly helpful	7	18	17	53
Limited value	6	15	3	10
No value	5	13	2	6
No comment	11	28	2	6
Training at the Naval Academy - Captain Stout				
Very helpful	2	5	3	10
Fairly helpful	7	18	14	43
Limited value	10	26	7	22
No value	11	28	5	15
No comment	9	23	3	10
Testing, Evaluation, and Guidance at the Naval Academy - Captain Cooper				
Very helpful	3	8	4	12
Fairly helpful	8	20.5	15	47
Limited value	9	23	6	19
No value	8	20.5	4	12
No comment	11	28	3	10

administrators and eighty-seven per cent of the instructors responded with "none" or "no comment". Two officers suggested that the program include a lecture on extra-curricular activities, and one suggested that the problems of the joint cruise should be stressed. The following comments are typical of the majority:

"Material is largely inapplicable to the NROTC."

"The problems are entirely different."

"Condense the three Naval Academy lectures into one."

Miscellaneous

The subject matter covered in the Orientation Programs for 1948 and 1949 could be classified into the six major areas with which this evaluation has thus far been concerned, except for a series of three lectures delivered to the 1948 graduates on "The Foundations of National Power".

The responses of the 1948 graduates to questions designed to furnish an evaluation of the series indicated that the lectures were not very well received. Fifteen per cent of the officers described the lectures as very helpful, twenty-three per cent as fairly helpful, thirty-five per cent as of limited value, and twenty-three per cent as of no value. It could be inferred, however, from the comments made, that the objections to the lectures were based more on the manner of presentation than on the subject matter discussed.

General Reactions to the Orientation Programs and Suggestions for Improvement.

The remainder of the questionnaires submitted to graduates of the two programs was devoted to questions which would furnish

an evaluation of the course in general, and would provide the opportunity for the graduates to make suggestions for improving the program.

The first of these questions, asked of the 1949 graduates only, called for an expression of their opinions of the Orientation Program in general. Responses to this question, indicating a high order of satisfaction with the entire program, are listed in Table XV.

TABLE XV
OPINIONS OF THE COURSE IN GENERAL

	Administrators	Instructors
Outstanding	0	3
Excellent	7	15
Very good	1	25
Good	4	10
Fair	3	0
No comment	2	4

A large majority of the comments made in answer to this question, in phraseology other than that tabulated in Table XV, was in terms expressing the highest praise. This enthusiasm was expressed in such terms as the following:

"Instructive, profitable, well presented, and well received."

"An essential step in preparation for this duty."

"Was by far the most superior learning experience I've had."

"I would gladly attend another three week session if allowed."

On the less favorable side, three instructors expressed the thought that, in general, there was too much theory and too little practical work. Other unfavorable comments were:

"It was of little value to me. The things I wanted to know as an Executive Officer were not forthcoming. I did get some information from Commander Nimitz."

"Much of the material presented has been of value, but believe much of it is unnecessary. Believe the course should be shortened to a maximum of two weeks for maximum effectiveness."

Opinions with regard to the major objectives of the Orientation Program

The graduates of both programs were next asked this question, "In the light of your experience to date, what do you now consider should be the major objectives of the Northwestern NROTC Orientation Program?"

Responses to the question indicated substantial uniformity of opinion with regard to the major objectives of the program. With reference to themselves, the administrators in general stressed the importance of familiarization with the aims and objectives of the NROTC program and of solutions to the problems of administering that program in the environment of a civilian university. Great emphasis was placed on the necessity for familiarizing the administrators with conditions existing in the civilian universities which were foreign to the normal experience of a career naval officer. Information concerning the policies and practices, traditions, and methods

and procedures of administering university programs was greatly desired by the administrators. Almost equal stress was placed on the importance of the administrators responsibilities for handling the Navy's public relations in the university community. This thought was reflected in the frequent comments regarding the importance of officers developing the ability to express themselves clearly and forcefully.

With reference to the instructors, the administrators were almost unanimous in the belief that the improvement of teaching ability was a primary objective of the Orientation Program. The following comments are typical of the responses made to this question by the administrators:

"Explain relations between the Professor of Naval Science and school authorities. Enlarge on public relations function of the Professor of Naval Science and naval personnel in general."

"To acquaint NROTC staffs with their problems, such as campus life, student interests, public relations, and relations with the university."

"To sell the NROTC program to all hands going to this duty. To introduce officers to the problems and theories of education at college level. To explain basic procedures in Administration of NROTC Units. To provide aids for guidance in practical teaching."

"To acquaint personnel with the objectives of the program, with administrative procedures, and with civilian educational procedures. To refresh officers in teaching techniques."

'To instruct the officers in the desired results of the NROTC program as to public relations and commissioned officer output, and as to the standards and methods most likely to produce those results.'

The instructors, with reference to themselves, were also of the almost unanimous opinion that the primary objective of the program should be the improvement of the instructor's teaching ability. To achieve this objective, there was general agreement that the Orientation Program should provide instructors with the following:

1. Adequate motivation to become good instructors.
2. A knowledge of the "Tools of the Trade", i.e., educational procedures, teaching techniques, and utilization of audio-visual aids.
3. A reasonable background in educational psychology.
4. A knowledge of the techniques necessary for the development of proficiency in instructional speaking.
5. As much practice teaching, in the subjects they will be required to teach, as time permits.

As described more fully earlier in this chapter, the instructors also felt that they should acquire a full understanding of the aims and objectives of the NROTC Program together with an adequate understanding of the relationships between the NROTC Units and the universities. As could well be expected, the emphasis placed on administrative procedures was decidedly secondary to that placed on teaching proficiency.

The following comments are typical responses by the instructors to this question:

"The improvement of the officer's ability to speak in the classroom situation. (This needs more emphasis by practical application.) A thorough indoctrination in the use of training aids. An indoctrination in the over-all picture of the NROTC Program."

"To transfer the line of thought of the new instructors from training enlisted men of all educational backgrounds to teaching college students."

To reduce the transitional period from line officer to instructor. To introduce the problems of instructing and some of the means to overcome those problems. To present the functioning of the NROTC Unit and its relations with the academic institution. To give the individual enough practical experience and factual data to develop self confidence in his ability to present his information effectively.

Orientation - on the NROTC Program, on civilian university relationships, and on teaching techniques. Learning - about Educational Psychology, Functional Speech, Educational Administration, and assorted background materials. Practice - in speaking and teaching.

"Practice teaching and lecturing. Functional speech and note preparation. Lesson planning. Use and operation of training aids."

"To create in the new instructor a desire to excel as an instructor, which means of course that he be made to feel enthusiastic and interested in his new duty as a teacher."

"Prepare instructors for teaching the specific course or courses they will teach."

Effectiveness of the Program in fulfilling the desired objectives

Following the question soliciting opinions with regard to the major objectives of the program, the graduates were

asked to express as a percentage figure, the extent to which they believed their personal objectives were achieved. Responses to this question, indicating that the desired objectives were at least seventy per cent achieved, are tabulated in Table XVI.

TABLE XVI
EFFECTIVENESS OF THE PROGRAM IN FULFILLING
DESIRED OBJECTIVES

% Effective	Administrators				Instructors			
	1948		1949		1948		1949	
	No.	%	No.	%	No.	%	No.	%
100	1	2.5	1	4.5	2	6	2	3
80	18	46	14	64	17	53	39	64
60	12	31	4	18	9	29	15	25
40	4	10			2	6	1	2
20	1	2.5	1	4.5			2	3
No comment	3	8	2	9	2	6	2	3
Mean per cent effective		67.8		74		72.6		72.8

Parts of the Orientation Program considered of the most benefit

In another question designed to furnish a comparative evaluation of the different course offerings, the graduates of the 1949 program were asked to rank order the parts of the program from which they derived the greatest benefit. The responses to this question, tabulated in Table XVII, clearly show the high regard in which the functional speech course was held by both administrators and instructors, and the comparative lack of interest in the Naval Academy portion of the

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program. The significant differences in interests of the two groups are indicated in the rank order assignments given the other courses.

TABLE XVII

PARTS OF THE ORIENTATION PROGRAM CONSIDERED OF MOST BENEFIT

Rank Order	Administrators					Instructors				
	1	2	3	4	5	1	2	3	4	5
Functional Speech	3	4	4	3	0	39	9	2	1	1
Administrative Pro- cedures	5	5	5	2	0	2	10	13	3	5
Educational Pro- cedures	0	8	5	1	0	9	22	11	2	1
Educational Psy- chology	2	4	0	3	4	5	3	10	11	5
Instruction at U.S. Naval Academy	0	0	1	2	5	0	0	2	4	7
Audio-visual in- struction	0	0	1	2	2	0	7	9	10	10

Other parts of the program ranked first by at least one officer were:

"The opportunity to discuss NROTC problems with others."

"The talks delivered by experienced Professors of Naval Science and Executive Officers."

"The introductory lectures."

"The example of efficiency set by the Northwestern University NROTC Unit."

Suggested deletions from the program

The graduates of both programs were asked to list the subject matter covered which was relatively non-essential

and could be eliminated. Responses to this question in a large measure duplicated the thoughts expressed by the officers when they answered specific questions relating to specific parts of the program.

The subject most frequently recommended for deletion by the 1949 graduates was Instruction at the United States Naval Academy. Two administrators and sixteen instructors recommended elimination of this phase, while one administrator and five instructors suggested that less time be devoted to the subject.

The next subject most frequently recommended for deletion was Educational Psychology. Four administrators and two instructors recommended its outright elimination, while two administrators and twelve instructors recommended that the time devoted to the subject be cut considerably.

Other items specifically recommended for deletion by two or more of the 1949 graduates were:

"The trip to Illinois Institute of Technology.

"Classroom techniques as demonstrated with elementary school pupils."

"Several talks on types of grammar schools or high schools and their administration were highly interesting but were somewhat beside the point."

The sentiments expressed by the 1948 graduates were in most respects similar to those of the 1949 graduates, but there was less agreement among the officers. Only three administrators and four instructors recommended deletion or

shortening of the instruction in Educational Psychology and only four administrators suggested less time be devoted to instruction at the Naval Academy.

Other items recommended for deletion or shortening by two or more of the 1948 graduates were:

"Group discussions of educational procedures."

"Less testing and grading."

"Less on training aids."

"Less educational administration and supervision, for the instructors."

Effectiveness of the Staff

The effort to evaluate the effectiveness of the staff members took two different forms. The 1949 graduates were asked to rank order the lectures and demonstrations that impressed them most, while the 1948 graduates were asked to list the instructors whom they recalled as being most effective, and as least effective. The lecturers whose presentations were ranked first by at least two of the 1949 graduates are listed in Table XVIII.

Members of the staff whom at least two of the 1948 graduates considered as among the most effective and the least effective of the instructors are listed in parts one and two of Table XIX.

TABLE XVIII
EFFECTIVENESS OF THE STAFF (1949)

Rank Order	Administrators					Instructors				
	1	2	3	4	5	1	2	3	4	5
Professor Potter	4	4	1	1	0	14	4	0	2	0
Dr. Van Dusen	3	3	1	2	0	13	9	10	2	2
Dean Eshbach	3	2	4	0	0	9	5	3	4	1
Dr. Wittich	0	0	0	1	0	8	4	1	2	1
Mr. Curry	0	1	0	0	0	2	6	2	2	5
Captain Bonney	2	1	2	0	0	1	4	0	1	0
Commander Nimitz	2	2	2	1	0	0	0	1	4	0
Captain Durgin	2	0	1	1	0	0	1	1	2	1
Captain Azer	0	0	0	0	0	2	1	2	0	5
Dr. Wrage	0	0	0	0	0	2	1	3	1	0

TABLE XIX
EFFECTIVENESS OF THE STAFF (1948)

Part I. - Most Effective

	Administrators	Instructors
Dr. Van Dusen	28	25
Dean Fox	17	20
Dean Eshbach	16	4
Dr. MacConnell	10	7
Dr. Bish	5	6
Dr. Robinson	9	0
Dr. Hance	0	9
Professor Potter	7	1
Mr. Moulthrop	6	2
Dr. Wrage	1	7
Mr. Ruffner	3	4
Mr. Evans	3	4
Dr. Hamrin	4	3
Dr. Goates	5	0
Professor Thompson	3	2
Dr. Seashore	3	1
Captain McCorkle	3	1
Mr. Lang	2	2
Dr. Dudek	3	0
Dr. Buxton	2	0

TABLE XIX--Cont.

Part II. - Least Effective

	Administrators	Instructors
Dr. Espenshade	13	14
Mr. Finstad	0	11
Dr. Richards	3	1
Dr. Seashore	3	0
Professor Thompson	3	0
Dr. Bish	2	1
Mr. Ruffner	2	1
Captain Stout	2	0
Mr. Darling	2	0

Suggested Additions to the Program

Twelve of the administrators and twenty of the instructors who graduated in 1949 had no suggestions for additional subject matter to be covered during the program. Three administrators suggested that more information should be presented on the subject of pay, allowances, travel, supplies, and equipment as applicable to the NROTC. Two officers suggested that roundtable discussions for administrators should be scheduled during which problems could be discussed with experienced Professors of Naval Science and Executive Officers. Other suggestions made by single administrators were:

"More case instruction."

"Provide copies of lectures for future reference."

"Lectures for marines on marine corps duties by marine officers."

"Any demonstration teaching should use the present Naval Science curriculum as a guide."

A rapid-fire discussion of NROTC Regulations as a guide and preamble for the administration part of the course, giving the material in a chronological sequence

with respect to the school year and showing the inter-relationships of NROTC Regulations and other Bureau of Naval Personnel directives that concern the program.

"More instruction on the nature and need for U. S. Naval power."

About half of the instructors of the 1949 class who commented on this question interpreted the question rather broadly and suggested additional emphasis on subjects already included, rather than the addition of new subject matter. In this category, nine instructors suggested "more time on the specific subjects that the individual will be required to teach," and six others suggested "more time on Educational Procedures and Practice Teaching."

Seven Marine officers suggested that separate discussions periods should be scheduled for the study of Marine Corps problems in connection with the NROTC. Other new subject matter was suggested in the following comments made by single instructors:

"A lecture on the college system of credits, accreditation and selection of professors."

"A lecture on the various systems of how to learn students' names."

"Add two or three hours instruction on orientation in NROTC problems, with composite solutions, or solutions from several units. Not the 'this is the way we do it at Brown' stuff."

"Suggestions on running drills on Sangamo and Jerdy trainers."

"Demonstrations of laboratory methods and equipment."

"Cruise administration and procedures."

"Give instructors, as well as administrators, an opportunity to be briefed on NROTC records, accounts, and supply accountability."

"More guidance for the Supply or Stores Officer."

"Greater indoctrination on inter-relations of Sea Power, National Power, and Foreign Policy."

Five administrators in the 1948 class suggested that more time be devoted to Functional Speech. All others who commented made suggestions for strengthening the course in Administrative Procedures. Typical comments of these administrators are listed below:

"Stress administration and student problems."

"More specific problems in administration and teaching."

"Stress: 1. What officers are expected to do. 2. How they are expected to do it. 3. Where they can find information on their duties."

"Devote more time to the subject of life on a campus and associations."

"Increase time for discussion of practical NROTC problems."

"Include a brief summary of planning requirements for the summer training cruise."

"Specific data on enrollment and disenrollment procedures, reports, and graduation processing."

"A course for Executive Officers on administrative paper work."

"A more comprehensive course in administrative procedures."

"Discussions of duties at NROTC Units for various levels."

The instructors, in the class of 1948, commented more generally than did the administrators, and evidenced less agreement as regards necessary additional subject matter. Comments typical of this group are listed below:

"Give a better picture of the NROTC Program as a whole."

"Use of aircraft plotting boards in Navigation instruction."

"Give instructors a more detailed description of their duties. Provide a comprehensive coverage of the problems, duties expected, administration, and chain of command peculiar to a NROTC Unit. Outline generally the proper procedures of supply, procurement and accepted methods of handling books, tuition, supplies and equipment."

"Student counselling and interview techniques."

"Educational measurements."

The Length of the Course

Questions soliciting opinions regarding the length of the course were asked the graduates of both the 1948 and 1949 programs. Responses to these questions, indicating substantial agreement that the length of the course was satisfactory, are grouped together for both classes in Table XX.

Analysis of the data in Table XX reveals that over half the administrators and two-thirds of the instructors believed that three weeks was the optimum length for the course. Although the data for both classes is grouped together in Table XX, a breakdown in the data by classes indicated that similar sentiments were held by graduates of both programs.

TABLE IX

OPINIONS REGARDING LENGTH OF THE COURSE

	Administrators		Instructors	
	No.	%	No.	%
Too long	16	26	14	15
Too short	6	10	16	17
About right	34	56	61	66
No comment	5	8	2	2

Comments, pro and con, made by the administrators are listed below:

"I believe the course can be shortened if extraneous material is eliminated."

"Another week desirable."

"Too short to cover the material presented, and too long to keep up interest."

"Two weeks common course for all - third week split between instructors and administrators."

"Use Wednesday afternoons and cut to two weeks. If third week is held, use forenoons for Functional Speech and afternoons for preparation."

"Believe administrators should get the full course to know job of instructors plus their own."

"Do not believe the course should be shortened."

"Seven to ten days sufficient."

"Cannot be shortened without loss to the student."

"One week is ample if all the excess windage is eliminated."

"Three weeks, only if experienced administrators are available for roundtable discussions."

"The course is so important that administrators can well spend three weeks at the course if they have the desired interest. There is much to learn."

"Cut to two weeks by cutting course and cutting out waste time when students just sit and wait for the next class."

"Cut to two weeks. Just cover main points - mission of NROTC, troubles likely to occur, and administrative procedures."

As indicated in Table XI, the instructors who were not content with the length of the course were almost evenly divided between those who thought it too long and those who thought it too short. Some of the instructor's comments, pro and con, are listed below:

"Need additional week of practice teaching."

"Time not fully utilized. The last week even the instructors seemed to be 'killing time'."

"If more practical work in speech and educational procedures is added, I believe the course could be extended to six weeks with profit."

"Shorten to two weeks using Wednesday and Saturday afternoons and a few evening classes. The pace is slow and interest tends to lag the final week."

"Two and one-half weeks adequate. End the program on a Wednesday so those driving would avoid week-end traffic."

"Another week to allow more practical work would be helpful."

"One week too long. Interest and enthusiasm lagged the third week."

"I believe a period of four weeks could be utilized to great advantage with the fourth week devoted to lesson planning, functional speech, and practice teaching."

Suggested Changes in Organization and Administration

The final question asked graduates of both programs was, "If you were assigned the task of organizing and administering a conference of this type, please state what major changes you would make in policies, personnel, time, location, etc."

In view of the fact that opportunity had been afforded in several previous questions to recommend changes in subject matter content of the courses and in the emphasis placed upon various phases of the instruction, it was not surprising that many officers had no additional comments to make in response to this question. Thirty-one per cent of the administrators and thirty-eight per cent of the instructors in the 1948 class responded with "none" or "no comment". The same reply was made by twenty-seven per cent of the administrators and thirty per cent of the instructors in the 1949 class.

Location

Thirty-one officers commented specifically about the location of the Orientation Program. Three officers felt that Northwestern University was the ideal location for the program while eleven others described the location as satisfactory. Nine officers objected to Northwestern on the grounds that the hot weather was not conducive to study. Three other

officers felt that a change in location should be effected to obtain more adequate living accommodations than those provided by the Naval Air Station at Glenview, Illinois. The Naval Academy at Annapolis was suggested as a possibly better location by two officers. Other suggestions made by single officers were: Dartmouth College, University of Washington, University of California at Berkeley, University of Colorado, and Newport, Rhode Island.

Time

Only twenty-six officers commented specifically about the time of the Orientation Program. Of these officers, nine felt the time was satisfactory, thirteen believed that the program should be scheduled later to permit officers to spend some time at their units before attending the course at Northwestern, and four officers expressed the thought that the conference should be held earlier in the summer to provide more time for graduates of the course to become settled at their new station.

Staff personnel

Only a few officers used this question as an opportunity to discuss staff personnel. Ten of the twenty-one officers who mentioned the subject expressed the thought that staff personnel were well chosen. Eight of the administrators, (six in the 1948 class and two in the 1949 class), suggested that a greater proportion of the instruction be conducted by

experienced Professors of Naval Science and Executive Officers. Three of the instructors felt similarly that more of their instruction should have been conducted by officers who had had previous experience as instructors at NROTC Units.

Specific Suggestions for Changes in Policies,
Organization and Administration

By Administrators

The following comments made by administrators were considered constructive and of possible value:

It is recognized that the Navy Department does not desire to create 52 "Little Naval Academies", at the same time it is believed that the Navy contemplates that a good share of the career Naval Officers will be of NROTC origin. To assist in building up an interest in and feeling of belonging to the Navy the following is recommended: (a) That all regular NROTC selectees be ordered to a summer training period from about 1 July to 1 September of the summer prior to entering their first college year. (b) That the period be devoted to drills, such as infantry, cutter, sailing, physical and athletic, and indoctrination in naval etiquette, customs and courtesy. (c) That the period be conducted at the U. S. Naval Academy if space and personnel limitations permit. Otherwise at some such station or combination of stations as Bainbridge, Great Lakes or San Diego. (d) That the officer personnel required to administer the program consist of the officers who would normally be undergoing the Orientation Course at Northwestern, and that the subject matter of the Orientation Course be integrated within the framework of the two month summer period.

Eliminate most of the lectures on psychology. Convene the conference at least two, and preferably four weeks, earlier, so that officers will arrive at their new stations with adequate time to find housing and get settled, and acquaint themselves with the university as much as possible before school opens. Hold the conference at some place with a better summer climate.

(1). Make tighter schedules. (2) Abandon inspection trips away from Northwestern. (3) Shorten course

in Educational Procedures. (4) Review Administrative Procedures with view toward shortening. (5) Location is satisfactory.

Spend the first part in a general orientation program applicable to all officers. Then I would split up and give all administrators a course in administration. This course could well follow the NROTC Regulations as a guide and go into some detail. All other officers should be given a course in teaching.

Hours 0630-1200 and 1230-1500, five days weekly except Wednesday afternoon for relaxation and exercise. Confine matter to that only to be used in actual practice. More instruction specifically pointed toward type of expected duties, i.e., Professor of Naval Science, Executive Officer, or Instructor.

(1) Assign the Professor of Naval Science at Northwestern University as coordinator. Process all information from the Bureau of Personnel through him. The Professor of Naval Science should be responsible for the operation at Northwestern. (2) Have all students report not later than Saturday before the Monday on which course starts. (3) Insure that the Chief of the Bureau of Naval Personnel is present opening day and visits the NROTC Unit. (4) Endeavor to have all new officers report to their new units at least two weeks before proceeding to Northwestern. (5) Provide new officers with NROTC Regulations and various informative booklets prior to their arrival. (6) Invite University personnel from 5 - 10 schools to send a representative to sit in on the course.

Notify officers when ordered to NROTC duty that they will be ordered to Northwestern University for a three week period commencing on or about ____ (date). Cut to ten days to two weeks, about 1 August, at a location more convenient than Northwestern. Living at Glenview thirty minutes away by bus was bad. If Northwestern could sponsor the conference and hold classes at Glenview it would be better.

Have each officer notified by his Professor of Naval Science or person being relieved regarding his billet assignment, including both primary and collateral duties, and give each a "field trip" one Saturday afternoon to observe and discuss in detail his part of the "plant", at a nearby NROTC Unit. Brief all lecturers regarding the other parts of the course and average background of students.

"Include more naval personnel of NROTC experience in lectures and discussion periods."

"Well administered by Captain Gardner. The lectures should be presented by officers connected with the program."

From the point of view of the host NROTC Unit, it would be much better if officers were ordered to report on a weekday, preferably Monday. Every officer should be instructed in advance not to use the address of the Northwestern NROTC Unit except for strictly personal mail. Much official and commercial mail has to be forwarded for months after an NROTC Orientation Conference.

"Substitute a series of area conferences for the present program."

"Send the NROTC Bulletin of Information to each officer when ordered to NROTC duty."

"Less large group lectures. De-emphasize Naval Academy procedures. Avoid giving too much--we cannot learn all about it in three weeks. Hit the practical points, things we can actually use in performing our NROTC duties at the colleges."

"Place more emphasis on data available from experienced Professors of Naval Science and Executive Officers."

"Housing accommodations at Glenview were poor. I would try to work a deal with the Commanding Officer at Glenview so that the people based there realized that regulars without wings were in the Navy too."

"Cut down on the amount of psychology. Emphasize student-officer relations, pointing out the responsibilities of both. These young men are receiving approximately a \$6500

scholarship and should be made to realize their responsibilities."

Allow each person attending the conference to spend at least one month with his unit before reporting to Northwestern. Assume that the majority of officers ordered are fairly well versed in the basic qualifications necessary to a good instructor and proceed from there. Use more down to earth demonstrations of a more practical nature and less of the high flown verbiage which in most cases told us what we already knew, just in bigger words! Don't require those attending to wear uniforms, at any rate not in the mid-summer heat. I got the impression on several occasions that the civilian staff members were a little awed by the array of stripes and medals confronting them. Northwestern is considered excellent for such a conference. The administration of living quarters for officers, laundry facilities, etc., was considered deplorable. The Commanding Officer of the Naval Air Station should insure that the O-in-C of the officer's mess is properly briefed before the conference begins.

Whole idea excellent and valuable. Would stress and enlarge on the following: (1) All hands - Relations to and with college and its personnel professionally and socially. (2) Administrators - Signing on and discharge of midshipmen; discipline of midshipmen, limits of Professor of Naval Science, Bureau of Personnel, and University authority. Take up the touchy subject of Navy dismissal of midshipmen whom the college retains in good standing. Navy standards of conduct vs. college views on absence, cheating, off campus activities, etc.

Comments by Instructors

The comment made most frequently by instructors in response to this question was that the instructors should be informed, prior to reporting to Northwestern, that subjects they would be required to teach at their respective units. One out of every six instructors in the class of 1949 expressed this thought. Other comments of possible value are listed below:

The first thing would be to see that the Executive Officer of the Northwestern NROTC Unit understood his purpose as coordinator for personnel. He was the anti-thesis of all that was being taught and created bad feeling on the part of instructors and civilians. He should never have been assigned to the job. I think I would delete the final dinner because of poor impression drinks make on civilians.

If quarters were available on or near the campus the training would be greatly improved. It is felt that library facilities should be available and that actual lessons in the subjects which you are to teach should be prepared, so that the advice of the instructors could be given on the actual situations that will be faced. It is difficult to prepare a speech without references.

"More information to students regarding Evanston living conditions and availability of rooms. As many students as possible should be assisted in locating a place in Evanston."

"Review all lectures by one man to eliminate excessive overlap and disagreements."

"Organize regular sessions of instructors into the subjects they are going to teach and have these sessions conducted by instructors who have taught them for at least one year."

"Location is good except that Northwestern has too good a set up compared with some of the other Units. Suggest using more Executive Officers and Instructors for lecturers instead of Professors of Naval Science."

"I would soft-pedal idea of Naval Academy superiority because it is contrary to naval policy, there are too many ex-reserves in the group, and it is not an academy program. I would soft-pedal violent criticism of Mr. Johnson and other civilian officials."

"Use more junior instructors to present the picture to the new instructors. Provide more time for small group

discussions with experienced instructors. A removal from Northwestern might get away from the ideal situation. Few institutions are so well equipped."

"Eliminate the long 'coffee' periods and cut long lunch periods to about forty-five minutes."

Provide a lecture hall and classrooms which have better conditions of temperature and humidity. Insure that each student is aware of his future teaching assignment prior to arrival so that his interests will be crystallized. If at all possible, insist that each student spend at least two weeks on station making a direct relief prior to reporting to the course. (Additional expense not withstanding.) Group the Marine and Supply Officers together in section assignments to facilitate specialized instruction and discussions. Use the conference method of instruction to a greater degree. Increase the time allotment for small group questions and discussions. Eliminate Saturday classes.

"Cut down the number of lecturers by mimeographing the factual data that the lectures contain."

"Policy as it involves per diem should be firmed up and uniform."

"I would import NROTC instructors to assist in the Orientation Program. They can answer questions that could not be in the province of the Professors of Naval Science and Executive Officers."

"Wearing of civilian clothes should be made optional."

"Suggest that the lectures on National Power be given by Professor George Kenner, Columbia; John Newbold Hazard, Samuel Van Valkenburg, or J. Anton Deliaas of Harvard, or others of equal stature."

"I would devote more time to practical work by officers undergoing instruction."

"In general, improved utilization of the time available and avoidance of repetition would render the course more valuable."

"Personnel excellent, time and location satisfactory. Possibly additional time for practice teaching and speech classes, and less on psychology."

"In my estimation, the over all organization and administration of the course left little to be desired."

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

With Reference to the Introductory Lectures

The introductory lectures scheduled for the first day of the 1948 and 1949 NROTC Orientation Programs provided highly satisfactory introductions to those programs.

Recommendations

(1) That the introductory lectures for future programs be limited in subject matter to a description of the NROTC Program as a whole, and of the aims, objectives, and subject matter content of the NROTC Orientation Program.

With Reference to the Course in Educational Procedures

The course in Educational Procedures as conducted in both 1948 and 1949 was effective in fulfilling the requirements of the administrators but was less effective in meeting the needs of the instructors. The greatest single source of discontent on the part of the instructors was the fact that few of them knew what subjects they were to teach prior to reporting to Northwestern.

Recommendations

(1) That Navy Department orders be issued to all Professors of Naval Science requiring them to inform officers

ordered to duty on their staffs of the primary and collateral duties that the new officers will have upon reporting, and that copies of these assignments be sent to the Bureau of Naval Personnel for use in organizing section lists for the NROTC Orientation Program.

(2) That practice teaching sessions for instructors be largely concerned with methods and procedures applicable to the teaching of the particular Naval Science subjects that section members will be required to teach, using the instructional materials and audio-visual aids available and applicable for those subjects.

(3) That all teaching demonstrations be conducted at the college level and that at least half of the demonstrations be concerned with Naval Science subjects.

(4) That Executive Officers who have been informed by their Professors of Naval Science that they will be required to teach, be included in instructor section lists for the course in Educational Procedures.

(5) That more time be made available for practice teaching sessions by decreasing the amount of time allotted to Educational Psychology.

With Reference to the Course in Administrative Procedures

The course in Administrative Procedures presented in 1949 represented a considerable improvement over that presented in 1948. The greatest single factor contributing to

this improved effectiveness was, apparently, the more active participation, as instructors, of experienced Professors of Naval Science and Executive Officers in the 1949 Program. Instructors were, in general, less interested in the subject matter presented in the course, but there were wide individual differences.

Recommendations

(1) That the policy of extensive participation by experienced administrators in the presentation of the course in Administrative Procedures be continued.

(2) That the schedule permit maximum opportunity for round table discussions between the new and the experienced administrators.

(3) That a large portion of the subject matter content of the course be derived from an analysis, in chronological sequence, of the problems encountered in administering the NROTC program from enrollment of a Freshman until his graduation and commissioning. Include enrollments of regular, contract, and graduate students, discipline, disenrollments, pay, travel, books, uniforms, equipment, allotments, cruise administration, physical examinations, records and reports, marks, curriculum supervision and exceptions to the curriculum, assignment of Midshipmen Officers, and graduation procedures.

(4) That increased emphasis be placed on orientation of student officers to the environment of a civilian

university. Include such subjects as university organization and the duties of various university officials, faculty procurement and qualifications, academic rank, college liberalism, communist agitation, and HAWIC relations (official and social) with the university.

(5) That section organization lists for the course in Administrative Procedures be determined by geographic areas to which the section members will proceed for duty.

(6) That instructors be furnished mimeographed copies of all lectures presented in the Administrative Procedures course but that they be required to attend only those of wide general interest.

With Reference to the Course in Audio-Visual Instruction

The Audio-Visual Instruction presented in 1949, while far more effective than that presented in 1948, was received with little enthusiasm. No single factor, adequate to explain the mediocre results of the instruction, was deduced from an analysis of the opinions expressed by the 1949 graduates. The poor results of the 1948 program were probably due to inadequate instruction.

Recommendations

(1) That Audio-Visual instruction be included in the subject matter covered in Educational Procedures rather than be considered as a separate area of instruction. The latter procedure promotes the thought that audio-visual materials

are a substitute for effective instruction rather than useful tools of the competent teacher.

(2) That the major objective of this phase of the instruction be that the student become familiar with, and efficient in the use of, specific audio-visual materials considered useful and applicable to the specific Naval Science subjects that he will teach.

(3) That formal section meetings be held in the audio-visual laboratory for the purpose of demonstrating the aids possessed by all NROTC Units. Do not demonstrate any aid that is not or cannot be made readily available to all NROTC Units.

(4) That such emphasis as is placed upon the local fabrication of teaching aids consider the facilities and talents normally available to the average NROTC Unit. This recommendation would preclude the use of talented artists in this phase of the instruction.

(5) That the facilities of the audio-visual laboratory and the services of the technicians in charge, be made available to students after class hours so that this time can be utilized by interested students in becoming familiar with the operation and maintenance of these materials.

With Reference to the Functional Speech Course

The Functional Speech course was regarded by both 1948 and 1949 graduates as the most interesting and valuable course

of the Orientation Program. The high regard in which the course was held by the graduates was probably the result of two factors: (1) Excellence of the instruction, and (2) High motivation of the students. A significant difference was indicated in the requirements of the administrators and of the instructors in that the instructors, as a group, expressed a desire for more emphasis on instructional speaking.

Recommendations

(1) That the services of staff personnel who conducted the 1949 Functional Speech course be obtained for future programs.

(2) That emphasis be placed on instructional speaking for the instructor sections, and that this course be more closely integrated with the practice teaching sessions.

(3) That emphasis, for the administrator sections, be placed on the types of speeches that are required in the fulfillment of the administrator's responsibilities in the field of public relations.

(4) That definite periods be set aside for private consultations with the instructors.

(5) That, for the administrators, increased time be made available for this instruction by decreasing the amount of time devoted to Educational Psychology.

(6) That consideration be given the scheduling of informal dinners at local hotels during the final week of

instruction for the purpose of providing the opportunity for students to practice after-dinner speaking on a voluntary basis.

(7) That adequate measures be taken to insure that wire recorders used in the instruction are in perfect operating condition.

With Reference to the Course in Educational Psychology

The course in Educational Psychology was received with widely varying enthusiasm by the graduates of both the 1948 and 1949 programs. It was generally true that the administrators considered that they derived less benefit from the course than did the instructors. There was general agreement that the lecturers were exceptionally capable in presenting their material, but there was substantial agreement that much of the material presented was of little practical value. Careful analysis of the opinions expressed by graduates led to the definite conclusion that the subject was over-emphasized.

Recommendations

(1) That the time devoted to the course in Educational Psychology be cut from seventeen hours to a maximum of four or five hours.

(2) That every effort be made in the instruction to stress the practical applications of the subject to the work of the HNOTC administrators and instructors.

(3) That the number of lectures by different professors be cut down considerably.

(4) That efforts to make the course more practical include a canvass of all NROTC Units in search of case histories which could be utilized by Dr. Van Dusen in determining the subject matter content of his lectures.

With Reference to the Participation in the Program by Representatives of the United States Naval Academy

The portion of the Orientation Program devoted to the subject of instruction at the United States Naval Academy was considered by the graduates as the least valuable of all course offerings. The belief was quite general that the problems of administering the NROTC Program were so different from those encountered by the Naval Academy, that the material presented was largely inapplicable. In sharp contrast to this general feeling was the exceptionally favorable response to Professor Potter's lecture, "The Teaching of Naval History."

Recommendations

(1) That Instruction at the United States Naval Academy be dropped as a separate area of instruction.

(2) That Professor Potter's lecture be rescheduled as a special feature in future Orientation Programs.

(3) That the subject matter covered in other lectures be promulgated to the NROTC Units in official Navy Department directives.

(4) That, if this course offering is continued, all speakers be warned of the possibility of offending ex-reserve officers by careless remarks relative to the backgrounds and qualifications of academy and non-academy graduates.

Evaluation of the Program in General

With Reference to the Major Objective of the Program

There was substantial agreement that the primary objectives of the program were different for the administrators and for the instructors. The administrators believed that their primary objective was to become familiar with the aims and objectives of the NROTC Program and with the solutions to the problems of administering that program in the environment of a civilian university. The instructors were almost unanimous in the belief that their primary objective was the improvement of their teaching ability. Also considered as a major objective of the Orientation Program was the acquisition by the graduates of an adequate appreciation of the importance of their assignment and high motivation to excel in that assignment.

Recommendations

(1) That the importance of an assignment to NROTC duty be stressed in the introductory lectures.

(2) That an address by the Chief of Naval Personnel be regarded as a necessary device for building up the prestige of the program in the eyes of the participants.

With Reference to the Quality of the Instruction

The study revealed that graduates of the programs considered that staff personnel who conducted the courses of instruction were, in general, highly competent. Dr. Van Dusen, Professor Foster, and Dean Fox were singled out as being particularly effective. Dr. Kaper had and Mr. Finstad were regarded as least effective by the 1948 graduates.

With Reference to Suggested Changes in Subject Matter Offered

No major deficiencies in subject matter coverage was disclosed by the study. There were numerous suggestions for changes in emphasis in the treatment of various subjects but no substantial agreement that additional subjects were required. Additional subject matter suggested by one or two individuals was recorded in Chapter IV.

With Reference to the Location, Time, and Length of the Program

A substantial majority of the graduates favored Northwestern University as the site for the Program, considered mid-July to early August as a satisfactory time for the Program, and believed that three weeks was the optimum length for the course. The most frequently mentioned objection to Northwestern as the site for the program was based on the hot weather at that time of the year.

With Reference to Suggested Changes in Organization and Administration of the Orientation Program

From an analysis of the opinions expressed by graduates it was possible to conclude that the organization and administration of the Orientation Program for 1948 and 1949 had been highly successful. Recommended changes were many and varied, but no definite trends were established in the comments adequate to base recommendations for major changes in policies. Suggested changes considered most practical and valuable were incorporated in the recommendations listed below:

Recommendation

(1) That instructor officers be informed what subjects they will be required to teach before the start of the Orientation Program and that section membership for instructors be determined on the basis of the subjects that the individual instructor will teach.

(2) That separate sections be organized for Marine Corps and Supply Corps officers and that time be scheduled for these sections to discuss the HNSIC problems peculiar to their branch.

(3) That a careful study of the outlines of all lectures to be delivered during the program be made by a single Bureau of Naval Personnel official for the purpose of eliminating repetition and duplication of subject matter.

(4) That all officers newly assigned to NROTC Detachments be informed in their original orders that they will be required to attend a three weeks' course of instruction at Northwestern University commencing on or about (date).

(5) That within the limitations imposed by the availability of travel funds, newly assigned officers be required to spend two to four weeks at the NROTC Unit to which they are assigned, prior to reporting to Northwestern University.

(6) That inspection trips away from Northwestern University be abandoned.

(7) That the wearing of civilian clothing be made optional after the first day's exercises.

(8) That library facilities of the Northwestern University NROTC Unit be augmented with sufficient copies of NROTC Regulations, Orders, and Directives, and Naval Science textbooks to meet the requirements of the Orientation Program students.

(9) That mimeographed copies of factual material presented in lectures be distributed to students for their retention.

(10) That the present policy of utilizing experienced administrators and instructors as staff personnel be applied whenever the capabilities of the individual officers are consistent with the requirements of the instructional assignments.

With Reference to the Effectiveness of the Orientation Program
in Preparing Graduates for their Assigned Duties

Analysis of the opinions expressed regarding the effectiveness of the Program led to the definite conclusion that the Program was highly effective in preparing graduates for their NROTC duties. It was further concluded that continuance of the Orientation Program was necessary for the fulfillment of the aims and objectives of the NROTC Program.

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